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ABSTRACT

This catalog contains descriptive abstracts of over 250 regular, handicapped, and guidance projects in Pennsylvania having substantive life during the period January 1, 1974 to June 30, 1975. Title III or Projects to Advance Creativity in Education (PACE) attempts to encourage new ways of teaching by providing needed services for children and adopting and demonstrating exemplary programs based on proven practices. This publication is intended to establish an awareness of the educational innovations supported by these funds so that practitioners will have enough information to decide whether to explore the programs in more detail, with the idea of adapting or adopting them. In addition to the abstracts submitted by project directors and arranged by project number, the publication contains a subject/grade-level index, an alphabetical list of local education agencies (LEAs), and a list of projects grouped by intermediate units. (Author/MLF)

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PACE IN PENNSYLVANIA

1974

A CATALOG OF PROJECTS
FUNDED IN PENNSYLVANIA
UNDER ESEA TITLE III

EA 007 459

RISE
Research and Information Services for Education
158 Allendale Road King of Prussia, Pa. 19406

PACE IN PENNSYLVANIA - 1974

WHAT

This issue of PACE in Pennsylvania includes descriptive abstracts of over 250 regular, handicapped and guidance projects funded under ESEA Title III and having substantive life during the period January 1, 1974 to June 30, 1975. Each abstract was provided by the project's own local staff. (For more detail, see Introduction).

CHANGES OVER PREVIOUS EDITIONS

Readers of previous PACE catalogs will notice the following changes; some were made for utility, others to reduce cost of publication.

*Arrangement: All abstracts are arranged by their project number. Thus, the oldest projects come first in the book. Also, guidance projects are now interfiled with regular and handicapped projects.

*Indexes: All indexes are printed on colored paper and appear at the end of the abstracts. In addition to the subject listing/grade level index (example-- environmental education/middle school) an alphabetical listing by grantee (sponsoring school district), and a title listing by Intermediate Unit, are included. Note that all indexes refer to project number, not page numbers.

*Binding: As a cost reduction measure, recipients of PACE in Pennsylvania, 1974 are asked to supply their own cover and binding (the catalog is pre-punched for standard three ring binders).

*Distribution: Also, as a cost reduction measure, no general distribution of this PACE document is planned. Rather, Superintendents, Project Directors and selected Intermediate Unit staff shall receive direct announcement of the availability of the document and instructions on how to request single copies. After a given time period, general availability will be announced through broad audience mechanisms such as the R.I.S.E. Newsletter. In all cases, single copy requests will be honored on a first come, first served basis, as long as supplies last.

THE FUTURE

With the activation of P.L. 93-380, ESEA Title III is consolidated under Part IV-C. Therefore, it is unlikely that a new edition of PACE in Pennsylvania shall be produced. However, the Pennsylvania Department of Education will probably develop and produce a catalog type publication to disseminate descriptions of exemplary and innovative projects funded under the new Part IV-C of P.L. 93-380.

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James W. Blair

STATE ADVISORY COUNCIL

Fiscal Year 1974

ESEA Title III

Rev. Paul Curran (Chairman)
Asst. Supt., Catholic Schools of Philadelphia
310 North 19th Street
Philadelphia, Pa. 19103
(215) 587-3700

Douglas J. Bowman
Asst. Executive Director, I.U. #1
1148 Wood Street
California, Pa. 15419
(412) 938-3241

Phyllis H. Britton
Elementary School Teacher
701 West 17th Street
Harrisburg, Pa. 17103
(717) 234-6131

Dr. Paul Christman
Member, State Board of Education
Box 149
Schuylkill Haven, Pa. 17972
(717) 345-0530

Edward Gillespie
Principal, Strawberry Mansion Senior High School
Susquehanna and Ridge Avenues
Philadelphia, Pa. 19132
(215) 765-3456

Edwin L. Herr
Professor of Education
10B Rackley
Penn State University
University Park, Pa. 16802
(814) 863-0391

Albert Minnich
Director of Art and Industrial Arts
Lancaster School District
225 West Orange Street
Lancaster, Pa. 17604
(717) 393-3871

Carl A. Newman
Supt., North Allegheny School District
200 Hillvue Lane
Pittsburgh, Pa. 15237
(412) 365-2100

Gilbert W. Parthemore
Mortician
1303 Bridge Street
New Cumberland, Pa. 17070
(717) 238-0821

Frank Rago
Coordinator, Instructional Media
Neshaminy School District
2001 Old Lincoln Highway
Langhorne, Pa. 19047
(215) 757-6901

Godfrey D. Stevens
Professor of Education
Department of Special Education and Rehabilitation
University of Pittsburgh
Pittsburgh, Pa. 1670[illegible]
(412) 624-6183

John P. Tunson
Supervisor, Claim Department, Aetna Insurance Company
20 Bertha Drive
Oberlin Gardens
Steelton, Pa. 17113
(717) 238-0801

Dr. Michael H. Zotos
Supt., Bristol Borough School District
420 Buckley Street
Bristol, Pa. 19007
(215) 788-8461

Linda Zyla
Student, Bloomsburg State College
101 Lexington Circle
Clarks Summit, Pa. 18411
(717) 587-4417

FOREWORD

This publication was prepared for the Bureau of Planning and Evaluation, Pennsylvania Department of Education by Research and Information Services for Education.

Project R.I.S.E. (Research and Information Services for Education) is a statewide dissemination agency funded partially under ESEA Title III and serving the information needs of educators throughout the Commonwealth in cooperation with the Pennsylvania Department of Education. The project is under the joint sponsorship of Montgomery County Intermediate Unit and the Bureau of Planning and Evaluation. Project R.I.S.E. is especially indebted to the following persons who assisted in the planning and preparation of PACE'74: Mrs. Justine Adams, technical assistance and indexing; Mrs. Mae Everhart, fiscal and background information; and Mrs. Carolyn Ward, clerical and supportive services.

Richard R. Brickley
Project Director, R.I.S.E.

June, 1975

The work presented or reported herein was performed pursuant to a subcontract (4002 ME 81-370-03) from the Pennsylvania Department of Education acting as the State Educational Agency for the United States Office of Education, Department of Health Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the United States Office of Education, and no official endorsement by either should be inferred.

No editorial modifications were made by R.I.S.E. on the abstracts.

INTRODUCTION

About Title III, ESEA,

In 1965 the Elementary and Secondary Education Act was enacted by the United States Congress in an effort to help update the schools. Discontented with some of the educational practices in basic education, Congress earmarked money for different kinds of categorical aid in the form of various titles. One of these, Title III, was designed to bring about creative solutions to educational problems. Title III or PACE (Projects to Advance Creativity in Education) attempts to encourage new ways of teaching by providing needed services for children and adopting and demonstrating exemplary programs based on proven practices. Since 1967, 15% of all Title III dollars has been spent in programs for the handicapped and after July 1, 1970, 15% was spent on guidance and counseling projects.

For the first three years, grants were made directly to local education agencies (LEAs) by the U.S. Commissioner of Education, USOE. In July of 1968, however, Congress amended the legislation so that the states themselves would be responsible for the administration of Title III. The legislation was changed again in April of 1970 so that the U. S. Commissioner as well as the states could make direct grants to LEAs. This provision was made in Section 306. Now the U. S. Office of Education administers 15% of the appropriation while the states administer 85%. On June 30, 1976, all Title III activity in Pennsylvania will cease. The "seed money" concept of funding projects will, however, continue under P.L. 93-380, Title IV, Part C.

Administration of Title III in Pennsylvania is coordinated by the Bureau of Planning and Evaluation, Pennsylvania Department of Education. Projects are funded on a competitive basis and cover the whole range of basic education programs. Since the amount of money available for Title III funding is always limited, there is a tendency toward projects which are adaptive in nature rather than those creating new solutions to problems. The rationale for this strategy is to attempt to multiply the number of new educational practices already supported by the educational community and demonstrated as effective, yet available to and experienced by relatively few students.

Most projects have an operational time of three years. It was thought that this period would provide enough time to work out any problems in the project, evaluate its worth and, hopefully, incorporate the activities in the on-going school program. At the present time the ESEA Title III funds granted to the LEA decreases each year of project operation to encourage the applicant to assume more of the financial responsibility over the project's life.

Additional information regarding ESEA Title III can be obtained by writing the State Coordinator of ESEA Title III, Division of Program Planning and Development, Bureau of Planning and Evaluation, Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania, 17126.

Purpose of This Publication

The dissemination of project information plays a vital role in the effectiveness of Title III. In fact, dissemination is written in as a requirement of Title III on the local, state and national level. Unless more educators become aware of the new trends and have access to data on the successes and failures encountered in the implementation of educational improvement, the comparatively small amount of money that is available for educational innovation may have limited long range effects. Part of the State's administrative responsibility in the dissemination of project information on a state wide basis has been invested in Research and Information Services for Education (R.I.S.E.), a Title III project. It is through this vehicle that the information for this publication has been gathered.

This publication should establish an awareness of the educational innovations supported by Title III monies so that practitioners will have enough information to decide whether to explore the programs in more detail, with the idea of adapting or adopting them. With this in mind, the publication consists of abstracts of Title III projects which were active during the period between January 1, 1974 and June 30, 1975, a subject/grade level index, an alphabetical list of LEAs and a list of projects grouped by Intermediate Units.

Use of This Publication

The abstracts of ESEA Title III projects were submitted by the directors of the three types of projects--regular, handicapped, guidance--and are arranged by project number.

The subject index consists of at least two descriptors for each project. These terms are the descriptors used by ERIC. ERIC (Educational Resources Information Center) is a national information system of the Office of Education. The use of these descriptors was selected to avoid confusion about terms and also to facilitate information retrieval. Since some terms are norrowly used and since some popular terminology is not included in the list of ERIC descriptors, the following information may be helpful in using the index: In some cases where a term might be misused, "scope notes" (SN) follow the descriptor to define the term. For example, "Educational Diagnosis" will read: "Educational Diagnosis, SN, Identification of the nature or level of student ability or skill."

Local Educational Agency	Palisades School District	**State Project Number**
Address:	R.D. #1 Kintnersville, Pa. 18930	71001
Project Director	Richard G. Creasey	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Student-Centered Innovations Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In . App.	7/1/71	6/30/72	13,884.57	1971-1972	13,884.57
Cont.	7/1/72	6/30/73	6,500.00	1972-1973	6,500.00
Cont.	7/1/73	6/30/74	3,250.00	1973-1974	3,250.00
TOTAL			23,634.57		23,634.57

Proposed Termination Date 6/30/74 **Projected Funding Level for total project period** 24,000

TARGET POPULATION:

Approximately 40 students in grades K-6 throughout the district who elect to participate in the summer enrichment program in environmental education are the target group at the elementary level. In the high school, approximately 20 students who elect to participate in the summer program in “U.S.S.R. and Eastern Europe”, “Japan and China”, “The American Indian”, and “The Federal Government and Civil Rights” are the target group. More broadly, the target group includes all elementary and secondary students who benefit from the development of the courses involved. Students in the target area are drawn both from public and parochial schools, represent a heterogeneous socio-economic continuum from lower-to-upper-middle class, and are at least 99% Caucasian.

The community is rural-residential with little industry and has a population of 11,000. The school district has an enrollment of 2,400 students with a total professional staff of 123 dispersed among 5 elementary schools and one junior-senior high school. In addition, a 1-8 non-public school serving 240 students is located in the community.

MAJOR OBJECTIVES:

The major objective of the project is the development of a student-centered, humanized educational program involving students and teachers in the redesign of traditional district approaches to environmental education in the elementary grades and in social studies in grades 9-12.

Following completion of the program, an *elementary student* will be: 1. more aware of his natural environment; 2. more aware of environmental interrelationships; 3. able to identify contrasting natural environments; 4. able to identify an environmental problem affecting man and propose a workable solution to the problem; 5. able to conduct experiments over time, controlling variables, observing change, and drawing conclusions.

Following completion of the program, an *elementary teacher* will: 1. be better able to establish and develop a program of environmental education in his own classrooms; 2. be more able to assist fellow teachers in developing integrated environmental education units; 3. produce written guidelines and units in elementary environmental education to be shared with local and state agencies.

Following completion of the program, a *secondary student* will be better able to: 1. understand himself and his relationship to society; 2. understand man and society; 3. evaluate his educational needs.

Following completion of the program, a *secondary teacher* will: 1. be better able to utilize student feedback in the development of curriculum; 2. develop in depth course outlines for “U.S.S.R. and Eastern Europe” and “Japan and China”

Project Title: Student-Centered Innovations Project

State Project Number 71001

ACTIVITIES:

Elementary activities include: construction of a terrarium to demonstrate the delicate balance of nature; mural painting to represent the interdependence of life; the careful maintenance of notebooks to record observations of nature, including changes and contrasts observed; the use of dramatization as a means of involving children emotionally in environmental problem situations, using video tape to record and share their play; writing letters to officials indicating concern about specific environmental problems and offering to work together towards solutions to the problems; careful comparison of several environments.

The secondary program will include role play, use of a variety of instructional media, individual and small group research activities, development of student projects, and continuing student-teacher communications directed toward significant and effective course development.

EVALUATION DESIGN:

Program evaluation will consist of two phases, both essentially subjective. Initially, participating staff, students, and administrators will evaluate the summer program based on the stated needs and objectives basic to the project. Secondly, staff, students, and parents will evaluate program effectiveness both the elementary and secondary levels during and at the termination of the school year, 1973-74. Appropriate subjective measures developed during the first two years of the project for the secondary program will continue to be used. These consist mainly of attitude surveys of students and teachers. Similar surveys will be developed to evaluate the elementary program.

FINDINGS TO DATE:

At the secondary level, evaluation indicates that the phased elective English and social studies program has fulfilled the original project objectives very well. At the elementary level, the development of innovative curriculum through summer involvement of students has achieved partial success. Continuing evaluation during the third year is essential to more comprehensive findings.

DISSEMINATION PLAN:

Project information will be disseminated through district newsletters and memoranda, area news media, through observation by local educators, and through oral reports to interested parents and educators. Pictorial brochures of the Open Space project will be printed detailing the project and distributed to district families, other schools in the area, project R.I.S.E., and the Pennsylvania Department of Education. Additionally, an audiovisual presentation will be developed by students and staff documenting the project and will be shared with interested students, parents, and professional educators.

PROGRESS TOWARD ADOPTION:

At the end of year two, the following project programs have been adopted by the school district: phased elective English and social studies, grades 9-12; Science — A Process Approach, grades K, 1, and 2; Holt, Rinehart, and Winston Data Bank, grades 5 and 6; open education emphasizing student self-development, grades 5 and 6, Tinicum Elementary School. Partial adoption has been achieved at the Springfield School in Taba social studies and CEMREL, both of which will continue during year three on an experimental basis.

Date completed or revised 5/30/73 **Completed by:** Philip E. Swayne **Phone:** (215) 847-5131

Local Educational Agency Warren County School District

Address: 3rd & East Streets, Warren, Pennsylvania 16365

Project Director Milton C. Woodlen, Director, Educational Development Center, Edinboro State College

State Project Number 71002

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pupil Profile Instrument

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date June 30, 1974

Projected Funding Level for total project period 3541.00

Through the use of the prototype assessment package and learning environment developed in Title III, ESEA Project #48-71002, during the past two years, it is the intent of this proposal to implement the prototype at the 12th grade level of Social Studies and English at the Eisenhower High School, Warren County School District, Warren, Pennsylvania. These students are the same ones who have been involved in the development of the prototype learning environments this past year and it was the recommendation of the Pennsylvania Department of Education, Title III Evaluation Team, that a continuation pilot study with these same students be made at the 12th grade level (See General Project Assessment, Item 4, Evaluation Report).

The Warren County School District continues to have a high degree of interest in the application of the Pupil Profile Instrument and agrees to continue to be the LEA for the project.

The School District has been involved in related activity dealing with developing instructional skills for individualization of instruction. The Pupil Profile Instrument will continue to be an integral part of that local program.

The Learner characteristic assessment package developed by the Project will be utilized in assignment of pupils, along with randomly selected ones, for placement in each of four treatment conditions. These treatment conditions, or learning environments, involve the determination of learning objectives and learning processes to reach those objectives, by either the school or the learner. These environments are structured by specific guidelines for both teacher and students for each of the four components.

Local Educational Agency Northwest Tri-County Intermediate Unit
Address: 2911 State Street, Erie, Pennsylvania 16508
Project Director John P. Jarvie

State Project Number 71003

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: QUIC

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/71	6/30/72	57,910.00	1971	57,910.00
Cont.	7/1/72	6/30/73	32,480.00	1972	32,480.00
Cont.	7/1/73	6/30/74	17,860.00	1973	
TOTAL			90,390.00		90,390.00

Proposed Termination Date 6/30/74

Projected Funding Level for total project period $108,250.00

TARGET POPULATION:

The overall target population includes seventeen school districts in addition to the private schools located within the service area of the Northwest Tri-County Intermediate Unit. Included in this target area are approximately 101,000 students and 4,000 professionals. Fourteen of the seventeen school districts and one private school have become involved in the project activities and are expected to continue in varying degrees.

The area varies from rural to the urban city of Erie with some sophisticated suburban districts. It also includes pockets of poverty where school financing is extremely difficult. There are also areas of low population density where students must be transported long distances.

OBJECTIVES:

1. This project will enable local school districts to identify needs relative to their specific instructional programs.
2. Local school districts will write objectives related to the specific needs identified.
3. The project will identify local resources both physical and human that could be used in meeting these objectives.
4. The project will enable educators from local districts to plan appropriate programs based on the needs, objectives, and resources previously identified.
5. To enable the Northwest Tri-County Intermediate Unit to incorporate a region-wide needs assessment program, analyze the results and cooperatively develop pertinent programs that are regional in nature.

The success of this project will be determined by those persons involved in the identification of needs, objectives, resources, and program development. They will include teachers, administrators, parents, members of the community and students.

ACTIVITIES:

Project activities during the past year centered primarily upon the first phase of the project, the identification of needs. Basically the input groups for this phase of the project were teachers, administrators, eleventh and/or twelfth grade students, and members of the community.

An instrument was developed which solicited opinions from the input groups mentioned regarding the identification of needs. They also were asked to indicate if their school district had a program that was attempting to meet this need, and if so, in the respondent's opinion, how well was the school meeting the need. Data were gathered by local school districts and tabulated at the Erie County

Vocational-Technical School. Retrieval programs were written so that districts could receive a printout indicating the various types of responses by the groups as well as an overall compilation of the responses.

A detailed analysis of the school district needs as perceived by the three basic input groups was written for each district. Presentations of this information were then made within the local district beginning with the superintendent and including other appropriate individuals, e.g. curriculum councils, department chairmen advisory groups.

In addition, data from all school districts were included in a region-wide analysis which will be used by the Northwest Tri-County Intermediate Unit staff in developing cooperative programs of a regional nature.

EVALUATION:

The external evaluation for this project will be based on Pennsylvania Department of Education instruments and personnel.

The internal evaluation is taking the form of anecdotal record keeping by the project staff. Conclusions will be drawn from the anecdotal records and applied to the future activities within the local districts. However, it also should be pointed out that due to the nature of the project the ultimate worth of the initial or secondary phases might not be realized until well after the termination of the project. In other words because of the needs identified or information gathered and in considering the total curriculum planning process, the local districts may not elect to further develop certain needs until they can visualize how they will improve their total instructional program.

FINDINGS TO DATE:

Although the findings to date vary depending upon the specific local district involvement, several general areas have emerged as being important. There appears to be definite communication breakdowns in many school districts, both internally and externally. Students appear to be asking for more information relative to current educational topics. They are interested in improving their interpersonal skills. They appear to want to become more involved in volunteer or community activities and would like the schools to play a more important part in their out of school life. Guidance and counseling programs do not appear in some instances to be meeting needs as perceived by students.

DISSEMINATION PLAN:

Local dissemination of the results of the initial phase of the project have been handled primarily through the superintendent or his representative and then to appropriate persons within the district. This has taken the form of a written analysis and an oral presentation. Several small publications and abstracts of the project have been made up and distributed primarily within the region although some data has gone to other intermediate units in the state. Copies of such material are also available through Project RISE.

PROGRESS TOWARD ADOPTION:

Northwest Tri-County Intermediate Unit has already incorporated the project into its regional curriculum planning activities. Arrangements have been made to use the computer facilities at the Vocational Technical School as well as some programming support.

The instrument will be available for continual updating of the needs survey as school districts desire.

Date completed or revised: 5/15/73 | Completed by: John P. Jarvie | Phone: 814 454-3851

Local Educational Agency Sharon City School District
Address: 215 Forker Blvd., Sharon, Pa. 16146
Project Director Gerald E. Reading, Supervisor of Special Education

State Project Number 71004-H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Triangular Attitude Development Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/30/71	8/31/72	15,000.00	1971	15,000.00
Cont.	9/1/72	8/31/73	17,432.00	1972	17,432.76
TOTAL					32,432.76

Proposed Termination Date 8/31/73

Projected Funding Level for total project period $32,432.76

TARGET POPULATION:

The population includes children from a primary and an intermediate special education class for the educable retarded as the experimental group, and a primary special education class of educable mentally retarded children for the control. The maximum number will be 20 for the experimental group and 15 for the control.

MAJOR OBJECTIVES:

The basic objectives include:

1. The student's development of positive attitudes toward school and the need for an education.
2. The parents' development of positive attitudes toward school and the child's need for an education.
3. The school personnel's development of positive attitudes toward the student and parents, along with a further appreciation of their struggles and goals.
4. The improvement of relations between the parents and the child, and between the school and the home.
5. The development of the student's increased achievement and potential for success through the improved climate for learning.

ACTIVITIES:

The child's academic level will be assessed. Prescribed lessons will be prepared. Parents will be instructed in methods of working with their child at school and at home. Lessons and homework will be corrected and analyzed with the help of the teacher and remediation will be continued. Conferences will be continuously held. Parents will act as aides, attend conferences, field trips and in-service meetings. Pre- and post-testing will be done. Anecdotal records will be kept.

EVALUATION DESIGN:

Students' achievement will be measured at the beginning and end of the program. The Wide-Range Achievement Test, California Achievement Test and the System 80 prescription tests will be used.

Anecdotal records will be maintained. Parent, teacher, and pupil attitudes will be solicited through questionnaires before and after the program.

Parent participation in school activities will be analyzed during the following year to determine if they will continue any activity without remuneration.

Project Title: Triangular Attitude Development Project

State Project Number 71004-H

FINDINGS TO DATE:

The program has been in effect for one year. During that year, an exceptionally positive relationship has been established between the home and the school. Significant gains in academic achievement have been made when comparing experimental and control groups.

DISSEMINATION PLAN:

During the period the program has been in operation, there has been good local coverage through the city and school newspapers. The parents have spread information about the program. A representative of the "Instructor" magazine has requested an article and the project director has been informed of a probable write-up in the "Today's Education" magazine. Project information has been sent to various schools making a special request. Future dissemination will continue along the same lines.

PROGRESS TOWARDS ADOPTION:

The 1972-1973 program will reverse control and experimental groups to determine effect of program. If effect is significant, the Board will be asked to adopt all or part of the program.

Date completed or revised: 8/8/72 **Completed by:** Gerald E. Reading **Phone:** 412 981-1390

Local Educational Agency Canton Area School District
Address: 139 East Main Street, Canton, Penna. 17724
Project Director Torrence L. Keeler, Superintendent

State Project Number
71006

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum Adaptation through ETV

Funding:

Type	Period of Funding		Amount of New Grant	F. Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/71	6/30/72	31,950.30	1971-1972	31,950.30
Cont.	7/1/72	6/30/73	24,506.00	1972	24,506.00
Cont.	7/1/73	6/30/74	12,253.00	1973	12,253.00
TOTAL			68,709.30		68,709.30

Proposed Termination Date 6/30/74
Projected Funding Level for total project period 68,709.30

TARGET POPULATION:

All students in the Canton Area School District are the target population of this project. Enrollment for the past year was 1706, all Caucasians. The socio-economic status of the families in the attendance area is primarily of lower and middle-class composition. There are presently 78 members of the teaching staff, 4 full-time administrators, 18 para-professionals, and a TV control technician.

The community is rural, with some light industry, and has a population of 6,000. The school district has an enrollment of 1706 pupils, with three schools, Canton Area Elementary – grades K-4; Canton Area Intermediate – grades 5 and 6; and Canton Area Junior-Senior High School - grades 7-12.

MAJOR OBJECTIVES:

The general objective of the project is to have all classrooms utilize the educational television programs available in our area, and use them as change agents to contribute toward greater pupil participation, better curriculum adaptations among teachers, change in instructional patterns, and better use of physical facilities. The plan is to use what is known and available in educational television so that improvement in learning will occur.

In behavioral terms, the objectives are: (a) to implement the instructional system for open classrooms and team teaching by utilizing educational television in large group instruction, individualized instruction, remedial work, cultural enrichment, and evaluative supervisory practices. (b) to conduct pre- and in-service training for the staff, designed to prepare teachers and para-professionals so that appropriate patterns for instructional change will occur.

ACTIVITIES:

Project activities will focus on the installation of closed-circuit television between the three schools of the district, and the purchase and operation of the equipment necessary for such a complete system. Teachers will be encouraged to use the system for instructional change, for enrichment, for remediation, for evaluation of performance in certain areas. They will be advised and aided in the preparation of video tapes at the local level which will serve as a resource library for the appropriate age groups, and in the various subject areas. A contract will be finalized between WVIA-Channel 44 and the local district to furnish educational television programs to be received over the master cable system at scheduled times during the day. Other network documentaries will be taped when aired for possible use later in the classroom.

Project Title: Curriculum Adaptation through ETV	**State Project Number** 71006

EVALUATION DESIGN:

Evaluation will take two forms: the on-going evaluation by staff as they observe and evaluate, and the on-site evaluation periodically by outside specialists, particularly a team of evaluators from the Department, and the regional specialist.

FINDINGS TO DATE:

Responses from surveys made by staff indicate a definite increase in the use of ETV in the classroom since the project began. The community was also surveyed recently to determine their feelings and support for the project since its beginning, and the responses were very favorable from the public.

DISSEMINATION PLAN.

The three basic groups who should receive information about the project are, (1) parents and public; (2) Board of Education; and (3) staff. For the parents and public, we will publish quarterly a small brochure called *"United for Education"* giving reports of the various activities in the program, with attention toward the future. All homes in the district will receive copies of this brochure. Video-taped presentations will be made periodically over the local cable system so that those who have cable connections can be informed in this way. Board will be informed by oral reports, bulletins, and visual presentations. For the staff, administrative bulletins are distributed weekly. Releases to local newspapers and radio stations will supplement the above.

PROGRESS TOWARD ADOPTION:

The local educational agency is currently employing a TV-control technician, and paying his salary. He is employed on a 12-months basis, and is doing an outstanding job. During the third year of funding, plans are for Board to purchase additional equipment and contracted services from general funds, and to continue to support the project in many other ways.

Date completed or revised: 5/1/73	**Completed by:** Torrence L. Keeler, Superintendent	**Phone:** (717) 673-3191

Local Educational Agency **Address:** **Project Director**	Lincoln Intermediate Unit 12 Box 70, New Oxford, Pa. 17350 Mary E. Huneycutt	**State Project Number** 71007

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Vocational Development for Handicapped Students

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/71	8/31/72	59,274.00	1971	$59,274.00
Cont.	9/1/72	8/31/73	59,274.00	1972	59,274.00
Cont.	9/1/73	8/31/74			
TOTAL			59,274.00		$177,822.00

Proposed Termination Date 8/31/74

Projected Funding Level for total project period $177,822.00

TARGET POPULATION:

The participants of this program include 1289 handicapped students from 17 primary EMR classes, 18 elementary-intermediate EMR classes, 24 junior-senior high EMR classes, 2 intermediate level learning disabilities classes and 4 intermediate-junior high emotionally disturbed classes. There are 251 primary level (grades 1-3) special education students, 412 elementary-intermediate level (grades 4-6) special education students, 180 junior high level (grades 7-8) special education students and 289 senior high level participating special education students. 101 adults are in the follow-up program for former special education students. 104 adults, excluding teachers have received in-service training. 64 special class teachers and additional, regular classroom teachers receive in-service training.

MAJOR OBJECTIVES:

The main purpose of the project is to prepare primary and elementary EMR children for the established work-experience program on the secondary level. Secondary purposes include services to secondary teachers and secondary work-experience students as well as to post-school EMR students.

Students of the primary level will; 1. increase their understanding of attributes of self, family relationships, understanding others, feelings, sensory perception of the environment, problem solving and decision making, sharing, as indicated by teacher, parent, and project personnel observation. 2. Show improvement in attitudes toward self and others as indicated by improvement in social adaption. 3. Learn to develop early skills in problem solving as indicated through teacher initiated activities.

Elementary and Intermediate students will increase their understanding and awarenesses of 1. occupational opportunities in the communities, 2. show improvement in family relationships, peer relationships, problem solving, and expression of feelings as indicated through observation by teachers, school administrators, parents and project personnel.

Secondary students will increase their awareness of self as it is related to occupational competency, and increase their understanding of occupations as indicated through success in work-experience.

Project Personnel will:

1. Provide supervisory and administrative service to operate the project as shown by adequate records of operational and administrative procedures.
2. Encourage special education and school district personnel to support the program and incorporate the project curriculum methods and materials into the existing special education program.
3. Act as resource personnel to provide materials, demonstration classes and assistance to primary and elementary teachers on a regularly scheduled basis.
4. Provide group counseling to work-experience students in a classroom setting.

Project Title: Vocational Development for Handicapped Students

State Project Number 71007

EVALUATION DESIGN:

The evaluation design requires the examination and analyzation of statistical data attained through teacher questionnaires. Statistical data will be associated with the following parts: 1) Vocational Materials Availability, 2) Vocational Materials Development, 3) Vocational Materials Delivery, 4) Vocational Development Staff Availability, 5) The implementation of vocational objectives into the special classroom curriculum, 6) Observable increases among students in the areas of occupational awareness, self-development and development of positive work-attitudes, 7) Evidence of EMR pupil success in occupational competency, 8) Evidence of EMR pupil abilities to compete successfully for jobs in the community, 9) Evidence of former pupils ability to attain gainful employment upon leaving school.

FINDINGS TO DATE:

1. 98%3% of the special teachers in the Intermediate Unit have made use of available vocational materials.
2. 96.6% of the special teachers in the Intermediate Unit have requested resource teacher services.
3. 60% of the special teachers in the Intermediate Unit have requested and have received work-shops in curriculum development.
4. 45% of the special teachers in the Intermediate Unit have received demonstration lessons.
5. 77% of the special teachers in the Intermediate Unit have requested and received visitations and assistance from project personnel.
6. 96.6% of the special teachers in the Intermediate Unit have implemented vocational objectives into their regular curriculum.
7. 88.3% of the special teachers in the Intermediate Unit have indicated that their students have increased their understanding of jobs in the community.
8. 98% of the special teachers in the Intermediate Unit have indicated that their students have shown improvement in the area of self-development and self-awareness.
9. 86.6% of the special teachers in the Intermediate Unit have indicated that their students appear to have developed a positive attitude toward work.
10. Of the secondary teachers answering the questionnaire, 100% stated that their students on work-study show evidence that they can be successful employees.
11. 100% of the secondary teachers answering the questionnaire stated that their students show evidence that can compete successfully for jobs in the community.
12. Of the 101 post-high school follow-up students, 96% are presently gainfully employed. 4 former pupils have stated that they are not at presently employed. 1 of the 4 pupils holds a seasonal job at Musselman's Fruit Products, 3 of the 4 pupils dropped out of school prior to their districts involvement in the Vocational Development Program.

DISSEMINATION PLAN:

Local administrators and other personnel have received copies of administrative and teacher guides, job guides and descriptions, lesson plans, abstracts and other materials concerning the program. A slide show has been developed for use by project personnel for dissemination of information to community groups. A booklet has been printed for use by local school personnel. Local newspapers, radio stations, and television stations will be used for news releases concerning the project. Arrangements are being made toward arranging dates for teacher and graduate student observation of the project.

PROGRESS TOWARD ADOPTION:

We are beginning to demonstrate the feasibility of making this project a component part of the Intermediate Unit Program in the near future.

Date completed or revised: 4/18/73

Completed by: Mary E. Huneycutt

Phone: 717-624-4616

Local Educational Agency Intermediate Unit I
Address: 1148 Wood Street, California, Pa. 15419
Project Director John P. Moreschi

State Project Number 71008

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Planning for New Experimental Thrust

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
E.S.E.A.	8/1/71	7/31/72	$15,000.00	1971	$15,000.00
Title III	7/31/72	10/31/73	9,982.50	1972	9,982.50
	11/1/73	10/31/74	4,991.25	1973	4,991.25
TOTAL					

Proposed Termination Date December 31, 1974

Projected Funding Level for total project period $29,973.75

TARGET POPULATION:

The proposed Learning and Research Center will be located on the campus of California State College, California, Pennsylvania which is located in the geographical center of Fayette, Greene, and Washington Counties in Southwestern Pennsylvania. The major thrust of the Center will be aimed at Early Childhood Education and Education of the Disadvantaged Child. These two areas were selected because of the relevance to the educational community served by California State College. The three-county area has twenty-five local school districts, two non-public school systems and one Intermediate Unit. The area has several small cities but is a typically rural area spotted with deteriorated mining communities.

MAJOR OBJECTIVES:

1. The general objective of the project is to assure the proper planning necessary to insure the construction and operation of a Learning and Research Center capable of significant impact on the educational needs of the target area.
2. To provide experiences, and develop expertise in coordinating the cooperative units (local schools, College Departments, State Department of Education, other research centers) in a research demonstration setting.
3. To provide coordination among the various departments of the College in planning for the program of the Children's component of the Learning and Research Center.
4. To provide experiences for local school district personnel in learning about college-related demonstration research centers.
5. To provide opportunities for local and college educators to work together on a pilot project of the demonstration nature.
6. To promote change from the more traditional to the more open child-centered educational approach by involving college laboratory school personnel in visitations and significant in-service experiences.

ACTIVITIES:

1. A planned program of public relations will be initiated to orient first, then later to keep the public and non-public schools, College, Pennsylvania Department of Education, and the general public aware of the progress and obtained results of the Learning and Research Center.
2. One or possibly two proposals will be planned and implemented via the operational model design to test the developmental aspect of the Center.

Project Title: Planning for New Experimental Thrust	State Project Number 71008

3. Publicized materials of use and information with special reference to the disadvantaged child, will be disseminated to the local schools, Intermediate Unit, College, and the communities in general.
4. Workshops and/or seminars focusing on the operation of the Learning and Research Center, new instructional procedures, media applications, research and development techniques and other areas of need identification will be offered.

EVALUATION DESIGN:

The evaluation of this project will be accomplished through three agencies. First, a combination of local evaluation procedures and the system design by the PDE for Title III programs will be employed. This evaluation will include both formative and summative efforts. An outside evaluation will be continued by the Appalachia Educational Laboratory as outlined in the contract during the first and second years of funding the project.

DISSEMINATION PLAN:

Primary dissemination activities will be essentially characterized in three ways:

a. *Informing:* this communication will be written, as in newsletters, monographs, pamphlets, articles and the like or it will be spoken, as in conferences, speeches, conversation and so forth.
b. *Demonstration:* will involve direct exposure with the situation in point, as in a planned or casual observation or in actual participation.
c. *Training:* this approach employs two aspects of dissemination. One, training personnel by assisti them to use an innovation or the resources of the Center. The other will focus on training the trainers of personnel by assisting them to increase their competencies or to alter their attitudes. This may be accomplished through formal college courses, institutes, local in-service training and the like. The project results will be submitted to R.I.S.E. for distribution throughout the Commonwealth.

IMPLEMENTATION:

Since the planning stage of the project has terminated and the implementation phase is underway, ther is a felt need to extend the project to include dissemination and diffusion activities that adequately portray the function of the Center. These activities would correspond and enhance the effectiveness of a meaningful and viable Learning and Research Center.

The third year of funding would commence November 1, 1973 immediately upon conclusion of the second year funding on October 31, 1973.

Date completed or revised: 7/31/73	Completed by: Harry J. Brownfield	Phone: 412-938-8676

Local Educational Agency Northeast Bradford School District
Address: R.D. No. 1, Rome, Pennsylvania 18837
Project Director Frederick O. Dinse, Jr.

State Project Number 71009

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Catchup for Rural Youth

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	9/1/71	8/31/72	30,000.00	1972	30,000.00
	Cont.	9/1/72	8/31/73	23,976.00	1973	23,976.00
TOTAL				53,976.00		53,976.00

Proposed Termination Date 8/31/73 **Projected Funding Level for total project period** $66,000.00

TARGET POPULATION:

Students with reading deficiencies in grades 2 through 6 of the Northeast Bradford Elementary School and in grades 7 and 8 of the Northeast Bradford Junior-Senior High School are the target population of this project. Enrollment for 1972-73 is expected to approximate 670 in grades kindergarten through 6 and 580 in grades 7 through 12, all of whom are Caucasian. The socio-economic status is low income and middle low income. Thirty percent of the total enrollment for 1971-72 were members of families receiving some form of assistance.

The community is very rural with a total population of 4,000 according to the 1970 census data. The professional staff consists of 3 administrators and 64 teachers for 1972-73 term, plus 5 para-professionals. The elementary population is housed in a new elementary center and grades 7 through 12 in a junior-senior high school. Both buildings are on a campus-type site, permitting sharing of staff and facilities. In addition, a district-owned, 4-room building at Warren Center is presently being utilized for a Day Care project sponsored by a Bradford County organization.

MAJOR OBJECTIVES:

Our major objective is to improve reading skills and to raise the reading level of rural children who have been found to be significantly below average. In essence, we hope to:

1. Raise reading level of all children participating in project by at least one year.
2. Secure parent participation in joint effort to enrich and extend resources available for out-of-school reading.
3. Improve reading and speaking vocabularies of participating students.
4. Intensify all staff awareness of their roles as reading teachers.

ACTIVITIES:

Through use of professional reading teachers working with regularly scheduled classes, small groups and individual instruction, librarians as resource staff, and para-professionals to assist in preparation of materials, etc., we plan to operate a reading instruction program aimed especially at improvement of reading skills.

A reading consultant presently on the staff will provide expertise and direction for the program. Classroom teachers, with administrative supervision, will make recommendations and coordinate their own teaching with the project activities.

Project Title: Educational Catchup for Rural Youth

State Project Number 71009

EVALUATION DESIGN:

Elementary students assigned to the project will have been tested individually by the consultant as well as having been group tested on Gates-McGinitie.

Students in grades 7 and 8 will have been pretested on Gates-McGinitie Reading tests.

Post or on-going testing will use similar instruments to determine rate of progress.

FINDINGS TO DATE:

We have found that:

1. We have raised the reading level of children involved in the program, in most cases, by one year.
2. These children are doing much independent reading and are utilizing the school library.
3. Parents are involved in the independent reading phase as active, listening participants at home.
4. Our testing indicates a growth in reading vocabulary, and teachers feel that the speaking vocabulary has shown improvement.
5. We have found that there are many more children in need of help who we plan to reach this next year.

DISSEMINATION PLAN:

We have a resume available for any interested persons inquiring into our program.

We plan to continue with articles for magazines and newspapers.

A slide presentation is available and has been used in the community.

PROGRESS TOWARD ADOPTION:

Second year funding is necessary at the LEA reimbursement fraction level. Local funding will help to supplement the federal funding and will enable us to maintain the project at approximately the same level as it was operated during the first year.

Date completed or revised: 6/14/72

Completed by: Frederick O. Dinse, Jr.

Phone: 717 744-2562

Local Educational Agency Avon Grove School District
Address: 20 Prospect Avenue, West Grove, Pennsylvania 19390
Project Director Mr. Earl W. Coffman

State Project Number 71011

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Coping Curriculum for Fours and Fives

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/71	7/31/72	37,500.00	1971	37,500.00
Cont.	8/1/72	7/31/73	22,500.00	1972	22,500.00
Cont.	8/1/73	7/31/74	11,250.00	1973	11,250.00
TOTAL			71,250.00		71,250.00

Proposed Termination Date 7/31/73
Projected Funding Level for total project period ____________

TARGET POPULATION:

The target population of this project includes children that are age four and five as of August 31st of the Avon Grove School District attendance area. Enrollment is approximately 200 per year of which 85 per cent are Caucasian, 10 per cent are Negro and 5 per cent are other ethnic origins. The socio-economic status of the families in the school district is mixed with some in the lower, some in the middle, and some in the higher class strata.

There are presently four kindergarten classes located in two schools, Avon Grove Elementary and Kemblesville. This program will add three more kindergarten classes. One will be located at Kemblesville and two will be added to the Avon Grove Elementary School. The community is rural with mushrooms and roses as the main industry. The community has a population of 9,000. The school district has an enrollment of 2500 students. In addition there is a non-public school serving 175 students located in the community.

MAJOR OBJECTIVES:

The general objective of the project is to assure the children of the Avon Grove School District that their four and five year old that they will be successful when entering first grade. It will assure that each first grade child will be six in September of the year the child enters first grade.

The main objectives are: (1) To help the children develop the skills and understandings essential to cope successfully with school as an institution (2) to help the fours and fives in creative adjustment to the school and the culture which will enable each child to develop to the extent of his own potential with positive regard for himself and others (3) Constitute self sufficiency in the sense that each child progresses in the ability to analyze, evaluate, and resolve his personal problems and contribute to the resolution of those of his society, making responsible decisions in the best interests of all concerned. Secondary objectives of the project are as follows: (1) Implement the coping curriculum for fours and fives (2) Continue in-service training for the kindergarten staff (3) Design and pre and post assessment of the gains resulting from the coping curriculum experience.

ACTIVITIES:

The teachers will be provided an opportunity to review the current research in early childhood education and to continue (using) the coping curriculum. A community advisory council made up of parents, teachers, and administrators has been established.

Project Title: Coping Curriculum for Fours and Fives

State Project Number 71011

EVALUATION DESIGN:

Evaluation methodology will be ongoing. Those achievements that may be measured by standardized instruments will be used in addition to those of an emperical nature. Longitudinal studies will be undertaken that will look at attendance, dropouts, and failures over the life of the students.

FINDINGS TO DATE:

The four and five year old children were given the Peabody Picture Vocabulary Tests in September These results show a wide range in language abilities and language development in the children. The results in percentil scores were as follows: 5 of the children scored between 90-99%; 29 children scored between 80-89%; 23 children scored between 70-79%; 26 children scored between 60-69%; 15 children scored between 40-49%; 29 children scored between 30-39%; 29 children scored between 20-29%; 33 children scored between 10-19% and 34 children scored between 0-9%.

Form B of the Peabody Picture Vocabulary Test was given on May 25th. The results were as follows: 31 children scored between 90-99%; 42 children scored between 80-89%; 32 children scored between 70-79%; 16 children scored between 60-69%; 14 scored between 50-59%; 18 children scored between 10-19%; and 17 children scored between 0-9%.

The testing program for next year will consist of Boehm Test, Form A, Booklet 1 for pretesting and Form A, Booklet 2 for post-testing of Basic Concepts.

DISSEMINATION PLAN:

Primary dissemination activities will utilize the local newspapers and the Avon Grove School Newsletter. In conjunction with the Early Childhood Education Advisory Council Activities the Avon Grove School Newsletter will be distributed to all of the citizens in the community.

The project will be discussed with administrators of this regions Intermediate Unit.

PROGRESS TOWARD ADOPTION:

The school board has voted to continue the coping classes for the next year. The Avon Grove School District will continue its campaign to inform the citizens of the project.

Date completed or revised 7/7/71

Completed by: Mr. Harry B. Gorton

Phone: (215) 869-2441

Local Educational Agency	School District of the City of Allentown	**State Project Number**
Address:	31 South Penn Street, Allentown, Pa. 18105	71012
Project Director	Dr. Desmond J. Nunan	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Program for Family Life Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	9/1/71	8/31/72	30,000	1971	30,000.00
Contin.	9/1/72	8/31/73	11,082	1972	11,082.00
Contin.	9/1/73	8/31/74	5,541	1973	5,541.00
TOTAL					

Proposed Termination Date 8/31/74

Projected Funding Level for total project period 46,623.00

TARGET POPULATION:

A group of approximately 6,000 elementary and secondary public school pupils will be involved in the instructional activities developed as a result of this project during its third year of operation. Interested civic agencies and community groups will also be involved. A group of approximately 150 teachers will take part in the curricular activities and in-service aspects of the project.

The city of Allentown has a population of 110,000. There are approximately 18,500 pupils enrolled in the schools. There are twenty elementary schools, four junior high schools and two senior high schools in the system.

MAJOR OBJECTIVES:

Our objectives are as follows:

a. Develop a comprehensive program from kindergarten to twelfth grade that will provide a planned sequence of learning activities directed at improving the quality of family life and the emotional well-being of our students. We will deal with the interrelationships among humans and the underlying processes of these relationships. Some of the expected changes in the students will be in their ability: to attend to and identify their own feelings, to gain insights in regard to their own behavior, to accurately perceive other people, to understand and deal with personal problems, to make personal decisions, to learn ways of achieving personal goals, to formulate a set of personal meanings (a personal philosophy).

b. Provide in-service training for school district personnel so that they can implement the instructional program as it is developed.

c. Involve parents and other citizens so that they can work with us in achieving our goals.

ACTIVITIES:

Activities will be based on those developed during the second year of the project. Teacher resource units for family life education will be tested and revised through classroom use on the elementary level. Materials purchased and prepared for junior high school will be assimilated into the instructional program on that level. The video taped lectures made during the first year will be edited and used in health and home economics classes on the senior high level. Extensive in-service work will be conducted with teachers to develop content areas and also to develop techniques for affective educational activities. Further parental involvement will be sought through contact with the PTA's and by other means.

Project Title: Program for Family Life Education

State Project Number 71012

EVALUATION DESIGN:

The guidelines for developing teacher resource units contains suggestions for including assessment procedures as part of the unit. Program reports will be submitted by the various committees involved in the program. The Superintendent and his central staff will review the progress of the project during the course of the school year and will assess its effectiveness at the end of the year. Pupil representation on committees will be continued.

FINDINGS TO DATE:

Most of the program objectives for the first and second year of the project have been met. School district staff are becoming more involved in the project and objectives of the project are being incorporated into the regular school district curriculum.

DISSEMINATION PLAN:

Dissemination through newspaper releases and other standard procedures will be continued and expanded. A summary report in the form of a brochure will be prepared to review the three year accomplishments of the project.

Date completed or revised: 6/28/73

Completed by: Dr. Desmond J. Nunan

Phone: (215) 435-7401

Local Educational Agency Greencastle-Antrim School District
Address: 370 S. Ridge Avenue, Greencastle, Pa. 17225
Project Director Fred C. Kaley

State Project Number
71013

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Tayamentasachta – Center For Environmental Studies

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/71	7/31/72	24,600.00	1971	24,600.00
Cont'd	8/1/72	7/31/73	14,752.00	1972	14,752.00
Cont'd	8/1/73	7/31/74	7,376.00	1973	7,376.00
TOTAL					

Proposed Termination Date 9/31/74

Projected Funding Level for total project period $46,728.00

TARGET POPULATION:

A total of 2,182 children in grades one through ten in the Greencastle-Antrim School District will participate in this project. Racial characteristics show that 98.1% are Caucasian, with 1.9% Negro and Spanish speaking origins.

The socio-economic status of families in the school district ranges from low income to middle class, with a growing number of low income families due to the current depressed economic situation.

Elementary teachers, numbering fifty-one, will be involved in this project. Eight science teachers of grades seven to ten will, also, participate. Fifteen teacher aides will assist with details connected with the project's educational program. Numerous parents will assist with small group instruction and serve as resource persons.

The local community has a population of 10,671 with a total school enrollment, grades K-12, of 2,816. The professional staff of the school district consists of an administrative staff of four, four supervisors and 122 teachers serving in four elementary and two secondary schools. There are no non-public schools in the district.

MAJOR OBJECTIVES:

At this time, the objectives stated in the original narrative continue as goals of the project.

ACTIVITIES:

August 1, 1972 – Continue improvement and renovation of facilities:

1. Establish more nature trails.
2. Construction of warm water pond.
3. Materials and supplier will be organized and catalogued for the 1972-73 term.
4. Continue renovation of existing buildings.

September 1, 1972 – Meet with teachers to plan for in-service meetings and curriculum.

September 1972 – March 1973 – Organized field trips that will continue throughout the year. Continue with soil preparation for necessary plantings. Develop programs for individual-small group study projects. Programs will continue to inform teachers of new developments at the Center.

March-May 1973 – Anticipate completion of second phase of curriculum development. Begin soil preparation for garden and experimental plots.

July 31, 1972 – Anticipate completion of the restoration of the House as a science and historical learning center.

Project Title: Tayamentasachta — Center For Environmental Studies	**State Project Number** 71013

EVALUATION:

Evaluation procedures will continue as stated in the original abstract narrative. Monies will be appropriated for professional evaluation. Educational research indicates minimal progress towards the development of means to evaluate pupil attitudes towards such a project as descirbed. Local teachers with high environmental studies interest will be encouraged to develop appropriate studies that could lead to structuring tests and measurements in this area of study.

FINDINGS TO DATE:

Professional evaluation has indicated that the Center and its activities are meeting the objectives in most instances. Areas of commendation are:

1. Conceptural and operational aspects are commended.
2. Local finances are appropriately being used.
3. Community interest continues to be an encouragement to the project.
4. Maximal use of local and Title III money is highly appropriate.

Areas for improvement include:

1. Appointment of a full-time director.
2. Establishing a uniform system of record keeping.
3. Continue development of curriculum for all subject areas.
4. Financial support to complete renovation of facilities will constitute an investment of "high return potential."

Beyond the professional evaluation, observation has indicated an expanding use of the Center by the community-at-large. There has been an increase in requests from civic groups and other organizations for lecture-slide presentations, on-site visits, educational seminars, and consultation services to other school districts, farm groups, and colleges.

Teacher and pupil enthusiasm has increased immeasurably as the facilities have been developed.

Teacher evaluating devices (tests, project appraisals, student reports, etc.) indicate satisfactory comprehension of objectives, learning goals, and behavioral reactions.

DISSEMINATION PLAN:

All plans for dissemination of information described in the original abstract narrative are continuing at an expanding rate.

PROGRESS TOWARD ADOPTION:

Progression has been on schedule. The local Board of School Directors continues to give support. Teachers and administrators from other school districts visit the project to get ideas for the development of similar projects in their schools. Cooperative colleges — Wilson, Shippensburg, Mont Alto — Penn State Campus — are involved with programs utilizing the Center's facilities.

Date completed or revised: 5/30/72	**Completed by:** W.P. Conrad, Superintendent	**Phone:** 717 597-2181

Local Educational Agency	Central Dauphin School District	**State Project Number**	71014
Address:	600 Rutherford Road, Harrisburg, Pa. 17109		
Project Director	Mr. Gary A. Crissman		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Crossover Aid to Children with Handicaps

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/15/71	7/14/72	$45,080.00	1971	$45,080.00
Cont.	7/15/72	7/14/73	22,709.28	1972	22,709.28
TOTAL					

Proposed Termination Date July 14, 1973

Projected Funding Level for total project period $22,709.28

DISTRICT AND PILOT POPULATION AND NEED:

Central Dauphin School District encompasses 7 townships and boroughs in the East suburban Harrisburg area, approximately 125 square miles. Fifteen elementary, three junior high, and two senior high schools service approximately 13,000 students. The staff is in excess of 600. As in most districts, students in low achieving groups do not benefit from on-going assessment of, and provision for, learning handicaps. The district has learning disabled (L.D.) teachers at the elementary level, and one learning therapist in the target junior high school. The general curriculum assumes sixth grade mastery of skills in students promoted to seventh grade. The "course" orientation of junior high schools (including most teacher training) does not include provision for skills not mastered. These skills are elementary level – not secondary. 186 low group students in grades 7 and 8 are the target population in one junior high school for the second year of the project, 1972-73.

PILOT PROGRAM OBJECTIVES:

1. Students will demonstrate less frustration with the secondary environment.
2. Students will demonstrate increased motivation in working with the usual curriculum content.
3. Students will achieve measurably higher in basic skills than students in a control school based on pre-post testing using SRA Achievement Batteries. This will be confined to the Math and Social Studies areas.
4. Students will function with less disruptive behavior than is present in the usual junior high classroom.

PROCEDURES

For the second year of the project, four teachers were employed plus one part-time project specialist. All five participating staff received two weeks intensive in-service in theory/practicum approaches to learning disabled students. The four teachers (elementary and/or secondary certificated) were formed into two teams. Within each two-man team one member had subject area specialization. Each team was assigned to teach five sections of students using the "usual" junior high content but with a heavy multi-media approach. The teams were permanently located in two rooms and were to key on success for the student – minimizing handicap effects whereever possible.

EVALUATION:

Pre and post measures of students' perception of school were used.

Pre and post measures of achievement in Social Studies and Mathematics using the SRA battery monitored achievement gains.

Verbal and written feedback by teachers and the program specialist were collected and analyzed as a continuous monitor mechanism to provide continuous change input.

PROJECTED USE:

Training and structuring teams in all junior highs which may cope with the needs of learning disabled students is the hoped-for product.

Local Educational Agency	Central Susquehanna Intermediate Unit	**State Project Number**
Address:	P.O. Box 213, Lewisburg, Pennsylvania 17837	71015
Project Director	Mrs. Barbara Hummel	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Modification of Children's Oral Language

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/71	7/31/72	135,000	1971	135,000
Cont. 1	7/15/72	7/15/73	64,025	1972	64,025
Cont. 2	7/15/73	7/15/74	53,500	1973	
TOTAL			252,525		

Proposed Termination Date 7/15/74 **Projected Funding Level for total project period** 252,525

TARGET POPULATION:

In accordance with the recommendations submitted by the State evaluation teams in the spring of 1972 and 1973, the third year of the project will be expanded to include services to children having problems in oral communication who are enrolled in regular classes as well as those previously served in special education classes for the mentally retarded. All pupils will be selected on the basis of criteria referenced competencies in oral communication. All children will be those regularly assigned to special education teachers who provide services for the speech, hearing and language handicapped.

MAJOR OBJECTIVES:

In the third year of operation the project will be expanded in accordance with State recommendations to include the training of additional special education teachers in administration of the Monterey Language Program, the training of all speech and hearing personnel in the three Intermediate Units in administration of the Monterey Articulation Program and the training of two staff members from each unit in administration of the Monterey Fluency Program. The project will also continue the objective of improving services for the speech, hearing and language handicapped through utilization of an especially equipped mobile Speech, Hearing and Language Clinic in the three Intermediate Units in consultation with the Department of Communication Disorders of Bloomsburg State College.

ACTIVITIES:

Training workshops to carry out the objectives will be conducted through contracted instruction, supervision, site visits and continuous data monitoring. The mobile Speech, Hearing and Language Clinic will be appropriately staffed and available to the participating Intermediate Units for diagnostic surveys, pupil evaluations, demonstration teaching and therapy and in-service training of school personnel.

EVALUATION DESIGN:

Evaluation will be carried out through (1) criteria referenced teacher performance monitoring and, (2) criteria referenced child data monitoring.

FINDINGS TO DATE:

PROGRAM RUN DATA

	(1) % Correct	(2) DEV	(3) # Responses	(4) DEV	(5) Time	(6) Rate/Hr.	(7) Before	(8) After
EMR	84.7	10.4	956.1	349.5	4.6	209.7	2.9	97.1
TMR	87.6	10.6	1063.7	720.2	3.5	303.9	10.0	98.3
H H	94.4	5.7	651.1	226.1	1.9	337.4	26.0	97.9
IU 16	95.6	4.9	510.9	337.7	2.3	226.9	18.0	98.6
IU 18	94.4	6.5	612.6	226.9	2.7	229.4	15.1	98.4
IU 29	86.8	11.8	898.1	568.3	3.3	275.5	16.5	98.7
All Students	92.2	7.7	673.9	390.8	2.7	246.8	13.2	98.6

Project Title: Modification of Children's Oral Language

State Project Number
71015

FUNDINGS TO DATE (Continued)

EMR – Educable mentally retarded children.
TMR – Trainable mentally retarded children
H H – Hard of hearing children
(1) – Average response accuracy of children during teaching
(2) DEV – Standard deviation in response accuracy
(3) – Average number of responses necessary to complete a language program – reach an instructiona objective within the curriculum
(4) DEV – Standard deviation in number of responses necessary to complete a language program (size o deviation is a function of range of individual differences in children)
(5) – Average number of hours of teaching time necessary to complete a language program – reach a instructional objective for each child
(6) – Average number of language responses per hour during teaching
(7) – Average language program criterion test score before teaching
(8) – Average language program criterion test score after teaching

The effective rate has been 247 responses per hour during teaching. This is important since these ar performance-based programs and how quickly a child learns the language he must have is determined b teaching and response time.

The teaching programs have maintained an average response accuracy of 92.2%. On the average it ha taken about 700 responses per child to obtain particular objectives within the curriculum of programs.

Average teaching time per objective has been 2.7 hours. The average pre-teaching language criterio test score for all children has been 13.2% correct. The children are completing the teaching program with average score of 98.6%.

Pre and Post Tests have been carried out on 118 children using the Programmed Conditioning fo Language Test. Changes in language scores were found to be statistically significant beyond the p = .000 level. A different analysis, which incorporated predicted change as a function of maturation, indicate language growth in the children which exceeded the prediction by 23%.

DISSEMINATION PLAN:

This project has received National Validation by the United States Office of Education and was on of 25 exemplary educational projects invited to exhibit at the National Education Fair '73 in May 1973 Dissemination will be continued as a function of serving as a National Demonstration Project.

PROGRESS TOWARD ADOPTION:

All Boards have agreed to adoption.

Date completed or revised: 6/15/73 **Completed by:** Dr. James D. Bryden **Phone:** (717) 784-4660

Local Educational Agency	Pen Argyl Area School District	**State Project Number**
Address:	R.D. #1, Box #92, Pen Argyl, Pa. 18072	71016
Project Director	John Woehrle, Elementary Principal	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualization in an Open-Concept School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	8/1/71	7/31/72	$39,980.00		
	8/1/72	7/31/73	22,924.00		
	8/1/73	7/31/74	13,158.00		
TOTAL			$76,062.00		$76,062.00

Proposed Termination Date 6/30/74 **Projected Funding Level for total project period** $76,062.00

TARGET POPULATION

Pupils in grades 1 through 6 of the Pen Argyl Area Elementary School are affected either in part or by all aspects of the proposal. Enrollment for the first year (1971-1972) in the elementary attendance area was 1,066; in the second year, 1,096 was the enrollment. With the exception of one black child and three children of Spanish origin, the population is Caucasian. Families in the attendance area are middle class socio-economically.

Forty-two teachers, two full-time administrators and 12 full-time instructional aides represent the professional staff. Ten non-instructional aides also supplement our staff.

The community is semirural with textiles and slate mining the predominant industries. Its population is 10,060, 2,021 students are enrolled throughout the district. Total staff serving one senior high, one junior high and two elementary schools is 108. There is a K-8 non-public school serving 271 students.

MAJOR OBJECTIVES:

The ultimate objective of this project is to generate in children positive attitudes toward themselves and toward learning.

Pupils in individualized Math and Reading programs will acquire skills and patterns of independence which they will apply in a program of Independent Study throughout grades 4, 5 and 6.

Children who pursue a course of independent study in the open concept of the Wind Gap Elementary School will:

1. set realistic learning goals for a specific topic in which he is interested.
2. apply the skills of independent study toward the realization of his goals–scheduling and managing time; using pertinent sources; listing and choosing options; recording, organizing and communicating findings.
3. determine, acquire, and organize materials necessary for the implementation of his goals.
4. establish standards for his project and evaluate what he produces.

Teachers along with Instructional and Non-Instructional Aides will:

1. learn techniques relevant to individualizing instruction and to implementing independent study in an open concept setting.
2. organize and develop a cooperative (team) approach to open concept instruction in which the competencies, skills, and styles of each individual are compatible with and complementary to those of his peers.

Project Title: Individualization in an Open-Concept School

State Project Number 71016

ACTIVITIES:

The thrust in our open-concept school will continue its emphasis on individualizing the learning program keeping in mind the importance of independence in learning. The ultimate goal is to generate in children positive attitudes toward themselves and toward learning.

The individualized math and reading programs are continuing nicely. We have progressed well in the use of contract teaching, learning centers, and packet teaching. Although the worth and need of indepe programs for grades 4-5-6 has been established, its potential has not been realized. *The summer in-servi program will be devoted in part to this aspect of the curriculum* as well as curriculum work – particula in the language arts area.

Also, in keeping with our stated objectives we will continue to:

1. Increase the quality of our instructional resources.
2. Maintain the materials necessary for the I.P.I. math program and E.D.L. reading program.
3. Make necessary adjustments in the program using stated objectives as guide lines.
4. Develop teaching techniques revelant to open-concept philosophy.
5. Refine the reporting system.
6. Refine the roll of the media specialist and librarian in terms of independent study.

EVALUATION DESIGN:

Cognotive achievement in the Math, Reading and Language Arts Programs are measured via standard test. The Pa. Dept. of Education – Bureau of Educational Quality Assessment – have been invited in f the last two years for an appraisal.

FINDINGS TO DATE:

As stated by the Evaluators of the Dept. of Education children show a most positive attitude toward our philosophy. Gains in Math are apparent. The program is working.

DISSEMINATION PLAN:

Periodic meetings, slide presentations, talks at community gatherings (social clubs - service clubs), open-house, P.T.A., Grandparents Day are all used. A brochure is currently being developed to distribu to the community.

PROGRESS TOWARD ADOPTION:

The local educational agency has continued its support of the project.

Date completed or revised: 5/18/73

Completed by: John Woehrle

Phone: 215-863-9093

Local Educational Agency	Neshaminy School District	**State Project Number**
Address:	2001 Old Lincoln Highway, Langhorne, Pa. 19047	71017
Project Director	Dr. Joseph E. Ferderbar	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Adaptive Program in Open Space Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/71	7/31/72	26,000.00	1971	26,000.00
Cont.	8/1/72	7/31/73	15,000.00	1972	15,000.00
TOTAL			41,000.00		41,000.00

Proposed Termination Date 7/31/74 **Projected Funding Level for total project period** $48,650.00

TARGET POPULATION:

Students in grade 10 of the Neshaminy High School attendance area are the target population of this project. Of the 1350 students entering grade 10 in school year 1972-73, 900 will be involved in the open space project. The racial composition of the class is approximately 99 per cent Caucasian, .06 per cent Negro, and .04 per cent of other ethnic origins. The socio-economic status of the families in this attendance area is primarily middle class.

Neshaminy High School is staffed by 158 teachers, grades 10 through 12, complemented by 6 full-time administrators, 14 paraprofessionals and aides.

The community is suburban with some light industry and has a population of 56,842. The school district has an enrollment of 13,583 with a total professional staff of 745 dispersed among 10 elementary schools, 3 junior high schools and one senior high school.

MAJOR OBJECTIVES:

The major objective of the project is to adapt students to a new mode of instruction in a modified environment featuring open space floor plans. The second year of the project will include a continuing effort by teachers to adapt learning activities to the open environment and to attempt new procedures designed to overcome some of the problems encountered in the first phase of the project. The major objectives may be summarized as follows:

1. Revision, where necessary, of the curriculum to achieve compatibility with stated objectives: (a) individualized instruction (b) interdisciplinary instruction (c) resource center for instructional materials (d) enriched multi-media instruction (e) curriculum options in the form of mini courses for greater sensitivity to student needs.
2. Continuation of inservice training of staff members to revise and augment units of instruction, preparation of materials and strategies for team teaching in open space.
3. Development of an instrument to assess efficacy of open space learning in terms of cognitive growth, continued evaluation of student motivation, and affective learning.

ACTIVITIES:

The second phase of the project, like the first, will emphasize orientation of students and new teachers to open space. Addition and revision of units of instruction to achieve interdisciplinary learning will highlight the curriculum effort this year. Again, special attention to the thematic arrangement of the curriculum as the activities relate to student interest will take precedence. Further probing of grouping arrangements, at times by interest and function rather than by subject, will be

Project Title: Adaptive Program in Open Space Education

State Project Number 71017

attempted for the first time. More unipacks will be introduced to enhance the individualization instruction. The program will again feature an enriched audio-visual experience, with addition emphasis on a more sophisticated video tape replay facility.

Summer workshops are planned for participating teachers in the project, including replaceme personnel. The central activities will include a review of existing units, materials, and strategies us during the past year. Any necessary revision, deletion, or addition to the program in any respect w be effected. Teachers will select books for the satellite library, films, tapes, and records to replace augment existing resources. They will also plan paired interdisciplinary units for the first time.

EVALUATION DESIGN:

In addition to a continuation of the student intersest — student attitude surveys, which we utilized this year, an attempt will be made to assess the effectiveness of the modes of instruction terms of cognitive growth. The initial probe will feature student self-directed learning activities measured against class-size, teacher-directed activity in English. Suggested areas are writing (the quali of expression as well as the correctness of expression) and usage. The instrument will be develop internally by personnel in open and conventional classrooms and will be administered at the end of t first semester. Comparable groups will be used in the testing with the variables being only the mode instruction and the teachers involved.

FINDINGS TO DATE:

During the first year of operation the surveys conducted among students in the open classroo and those in the conventional classroom revealed a substantial gain in attitude for the groups assign to open space. Three different surveys administered to the two experimental groups have shov closely correlated attitudes of positiveness and acceptance. No reliable measure of cognitive gains th can be compared with the achievement of the control groups in closed classroom were developed. Th considerable progress has been made by individual students in open space involved in individu research projects is obvious. In terms of cognitive growth and creativity (writing activities, f example) there is a multitude of exemplary enterprises accomplished as a result of the project's thru

DISSEMINATION PLAN:

In addition to the dissemination plan of the first year, which included visitations by staff memb of the school district, professionals from other schools, parents, board members, college classes education, graduate students; presentations to the Board's Educational Policies Committee, Bux-Mo Administrators' Association, Trenton State College, Council Rock School Board, and a release students and their parents of the first two pages of the Title III evaluation; a slide-tape presentation being prepared for distribution to interested schools and professionals in the field. A brochure is al being developed for distribution to the members of the community which supports the Neshami School District.

PROGRESS TOWARD ADOPTION:

Continuation of the project by the local educational agency has been recommended by t administration. The environment with minor modifications (to achieve a better student-space rat seminar accommodations) is a reality and suitable for continuing activity next year.

Date completed or revised: 5/31/72

Completed by: Mr. Richard Schlicher

Phone: 215 757-690

Local Educational Agency Southeast Delco School District
Address: 801 Chester Pike, Sharon Hill, Pa. 19079
Project Director Walter A. Davis

State Project Number
71018

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Kindergarten Operation Booster (KOB)

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		8/1/71	7/31/72			
		8/1/72	7/31/73			
		8/1/73	7/31/74			
TOTAL						

Proposed Termination Date 7/31/74

Projected Funding Level for total project period 33,592

TARGET POPULATION:

The target population will be the economical, educational and socially disadvantaged children, and to some degree, their parents. These are the children who have not had any kindergarten and/or very little exposure to books and other educational materials.

Darby Township is an area of very small communities, each isolated one from the other by small strips of woodlands. Narrow roads and little industry tend to make one feel as though he is in the country. The overall picture is one of middle class tenancy, but it is not difficult to seek out the blighted areas. These may be found in some of the smaller and older communities.

Inadequate public transportation imposes a hardship on those who seek to broaden their background through experiences, that the "well-to-do" take for granted.

This proposal is developed to serve the needs of approximately 300 kindergarten children, of which about 30% are black and 70% are white.

MAJOR OBJECTIVES:

1. The child will demonstrate statistically significant improvement in self-concept between September and May. Self-concept will be measured by an interview schedule utilizing a Likert Technique.
2. The child will evidence a favorable attitude toward school at the completion of the kindergarten year. Attitude will be measured by the U.C.L.A. Scales developed for this purpose.
3. The child will demonstrate statistically significant improvement in general intellectual development between September and May. Intellectual development will be measured by the Slosson Intelligence Test.
4. The child will evidence readiness for first grade work upon completion of kindergarten. Readiness will be measured by the Metropolitan Readiness Test and the Walker Readiness Test. The acceptable level of performance is for the mean of project children to exceed the 35 percentile of national norms.
5. The teacher will evidence positive attitudes toward the project children. The Semantic Differential Technique will be used to measure attitude.
6. The parent will have significantly more favorable attitudes toward school in May than September. Attitude will be measured by an interview schedule utilizing the Likert Technique.
7. Parents will reinforce the school's efforts in the home. An interview schedule will be utilized with children and parents to measure those reinforcements.

To some degree, this program is taking on the pattern of the Greely, Colorado; Buffalo, New York; and Stratford, Connecticut Plans, in that three (3) classes will be segregated into male sex, with classes being taught by male teachers and the other classes will be taught by female teachers.

Project Title: Kindergarten Operation Booster (KOB)

State Project Number 71018

MAJOR OBJECTIVES (Continued)

Stratford, Connecticut and Buffao, New York, in addition to Greely, Colorado, have plans that th program is similar to.

In Stratford the boys come in one shift and the girls come in aother. Both classes are taught by male teacher.

"The boys never see the girls' stuff unless it's by accident. The dishes and dolls are all out of sigl before the boys arrive in the morning. The same compliment is paid to the girls too. "When they come t kindergarten, there are never any steam shovels, and wire and cloth, collapsable tunnels around to remin them that little boys like to play rough.

"There are, of course, some kindergarten activities both boys and girls engage in (although not at tl same time) for example, listening to stories, art activities, music and so on. But even these are ofte oriented according to sex."

While boys will be hearing stories about trains, rockets, etc., the girls will be enjoying stories abou helping mommie, cleaning house and learning about other feminine activities.

The advantages of segregated male-female classes is to allow each sex to develop to its fullest withou being restrained by a dislike, etc., from a member or members of the opposite sex.

FINDINGS TO DATE:

The test data for the current program will be forwarded to you in the near future.

EVALUATION:

Table I (See attached sheets for all tables referred to) shows considerable improvement in measurab intelligence for children in all four components. The IQ gains range from 5.75 points in the all fema component to 12.76 points in the male co-ed component. All components except the female co-e showed statistically significant improvement.

Table II shows the project performance was greatly in excess of the 35 percentile established as tl project goal. The all male component did better than 59% of the U.S. beginning first grade children. Tl all female group was truly outstanding with a performance exceeding 74% of the norm group and fallir in the High Normal Readiness Category.

Date completed or revised: 5/30/73

Completed by: Walter A. Davis

Phone: LU6-0210

Local Educational Agency	Jersey Shore Area School District	**State Project Number**
Address:	201 South Broad Street, Jersey Shore, Pennsylvania 17740	71020
Project Director	Bernard K. Lansberry, Assistant Superintendent	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Social Studies - "Mini Courses"

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Cont.	7/1/73	6/30/74	13,114.00	1973	13,114.00
TOTAL					

Proposed Termination Date 6/30/74

Projected Funding Level for total project period 75,511.00

TARGET POPULATION:

Students in grades 9, 10, 11, 12 of the Jersey Shore Area High School Attendance Area are the target population of this project. Enrollment anticipated for the next school term will be approximately 1300 students, of which 99 percent are caucasian, 1 percent negro. Most of the area is semi-rural or urban, and socio-economic level of the families is lower and lower-middle class composition. The total student population of 4495 for the district is scattered over 420 square miles, and is very diversified.

MAJOR OBJECTIVES:

The general objective of the project is to assure greater diversity in course offerings because of the diversity of student population and the complexity and diversity of problems in the world today. In behavioral terms, the objectives of the project are as follows:

1. Improve student interest and motivation through opportunity to elect from wide range of topics.
2. Increase opportunity for individual student reading and research through an improved and enlarged instructional media center.
3. Teacher growth and improvement through in-service, plus an opportunity to become better versed in many new areas.
4. Afford students the opportunity to study specific, contemporary issues in greater depth.
5. Provide opportunity for continual improvement of curriculum through addition of new courses, and deletion of old ones.

ACTIVITIES:

Probably the major activity this year was the necessity to start many aspects of the program over from ground "zero". The area housing the Social Studies department was covered with nine feet of water from the June flood, and much statistical data, test analyses, teaching materials, course outlines, and other important items were lost. The department has recovered rapidly, and the program is progressing. The addition of a staff member has permitted more flexibility in scheduling, and a fresh approach; School districts continue to visit the site or write for information on the program. Staff members have journeyed all over the state for in-service work shops to explain the program; candidates are presently being interviewed for the position of department chairman, and one will be appointed at the May 1973 Board of Directors meeting; students and teachers continue to be enthusiastic about the program.

Project Title: Social Studies "Mini Courses"	**State Project Number** 71020

EVALUATION DESIGN:

Much of the test data and statistical information which we had compiled was inundated by flood waters, and was destroyed. The research design has been developed co-operatively by staff and the consultant utilizing the Purdue students opinionnaire and a pre- post-Social Studies test, STEP series II, Form 2A and 2B.

FINDINGS TO DATE:

New test data is being analyzed and reviewed; new opinionnaire will be administered to students and faculty at the end of the present term; percentage of failures has dropped eighty-five percent over the previous traditional program; teachers and students, and parents are about ninety-nine to one in favor of the program.

DISSEMINATION PLAN:

The thrust of our dissemination takes several forms: An up dated course outline for all courses being taught has been printed, and is being distributed widely; new video tapes are being prepared to show to PTA, and various social clubs in the community, as well as to the school board; staff members continue to participate in in-service programs for teachers in other districts.

PROGRESS TOWARD ADOPTION:

This program was approved for adoption by the Board of Directors at a regularly scheduled meeting April 19, 1971. The board is on record to support the project when federal funding ends.

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency	Intermediate Unit #17	**State Project Number**
Address:	Lycoming County Court House, Williamsport, Pa.	71021
Project Director	Donald R. Geiss	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Current Affairs and Pupil Participation

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/15/71	8/14/72		[illegible]	$38,000.00
	Cont.	8/15/72	8/14/73		1973	25,900.00
		8/15/73	8/14/74	$17,775.00	1973	
TOTAL				$17,775		$63,900.00

Proposed Termination Date August 14, 1974

Projected Funding Level for total project period $81,675.00

TARGET POPULATION:

Students in grades 1 through 12 of the school systems in Intermediate Unit #17 are the target population of this project. Negroes and other ethnic origins represent less than 1% of the total school population. This low percentage has helped to create the unique problem identified below.

The area concerned is rural and in a large portion wooded, and children have little access to social situations. Largest area of population is Williamsport with 45,000 residents. Other population centers fall within the 3,000 and below category. This area encompasses approximately 3,965 square miles. Its most distant portions are 83 miles apart.

School enrollment is 65,000 students in 105 elementary schools and 31 high schools.

Non-public enrollment is 1,800.

MAJOR OBJECTIVES:

The over-all objective of the project is to involve students living in a remote area in the Social Issues of today.

Specific objectives of the project are to:

1. Have students assist staff teachers in the development of a series of mini-course/units dealing with Current Social Problems and Issues.
2. Provide students with a selection of mini-course/units on Current Social Problems and Issues.
3. 1 and 2 above now involve a greater understanding of the background of these issues. Therefore history, crafts and arts mini-course/units will be developed.
4. Design and package mini-course/units with emphasis on approaches that are meaningful to children with a rural background.
5. Conduct student-teacher workshops with emphasis on student and community participation in the learning process.
6. Evaluate changes in racial and other attitudes by existing professional testing devices.

ACTIVITIES:

1. Continued testing, revision and dissemination of mini-course/units.
2. Development of additional mini-course/units.
3. Adaptation of mini-course/units to elementary and Special Education.
4. The project will hold three or more workshops for teachers, staff, students, parents and community members.
5. Community study involving student observation and participation in the role of the Courts, social agencies, families, schools, crafts, history and museums.

Project Title: Current Affairs and Pupil Participation	**State Project Number** 71021

6. The Project will emphasize the involvement of non-academic and non-public school students.
7. Provide specialized training in the techniques of still and motion picture photography. Work with students and teachers in the production of slide-tape, and motion picture lessons.

EVALUATION DESIGN:

The *Situational Attitude Scale* will be employed to measure changes in racial attitudes. Both teachers and students will be administered a pre- and post-test at the beginning and ending of the mini-course/unit on Prejudice. To examine regression effect, a control group will also be administered the same test at the identical time interval. A Social Studies Attitude Inventory has been developed and will be administered to students at the beginning and ending of each mini-course/unit along with a control group. Similar testing will be developed on the elementary and secondary level for all new areas incorporated in the Project design. Other evaluative techniques will rely on unobtrusive measures such as the willingness of other teachers to adopt the mini-course/units and comments from the students solicited through a questionnaire.

FINDINGS TO DATE:

1. Student participation in the development of curriculum in social studies is a useful teaching-learning procedure.
2. The workshops, combining teachers, students and community members, stimulate interest in curriculum development, and contribute to changes in attitudes toward the subject areas taught in schools.
3. Students and teachers are enthusiastic about film production as a means to learn.
4. Experience has shown that many barriers to understanding of Current Affairs have been created through a lack of understanding of the background for the problems. Many of the children will never see a large city, go to a museum or zoo. Furthermore the remoteness of the area interferes with student access to its own history and crafts.

DISSEMINATION PLAN:

Mini-course/units, with multi-media kits, are available for circulation through the Intermediate Unit Instructional Materials Service.

The local news medias are publishing program reports for community information.

A color slide-audio tape script narrative of the Project to date is available through the Instructional Materials Service.

Papers written by teachers on how to involve students have been dissemination.

Student made films are available on Cultural Diversity and Ecology which will be sent to persons requesting these resources.

PROGRESS TOWARD ADOPTION:

Multi-media kits are available for schools adopting completed mini-course/units. Schools now using one or more of the course include – Southern Tioga (4), Troy (1), Northeast Bradford (1), Loyalsock Township (1), Bishop Neumann (2), Northern Tioga (2), Montoursville (1), Wellsboro (1). Expected additional adoptions number five as indicated at this date.

Date completed or revised: 11/3/73	**Completed by:** Donald R. Geiss	**Phone:** 717-662-3471

Local Educational Agency Stroudsburg Area School District
Address: 123 Linden St., Stroudsburg, Pa. 18360
Project Director Samuel O. Wells III

State Project Number
71022

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Language Arts K-1 Style

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Title III	Sept, 71	Aug. 72			$46,120.00
Title III	Sept. 72	Aug. 73			24,590.00
Title III	Sept. 73	Aug. 74			
TOTAL					

Proposed Termination Date August 31, 1973

Projected Funding Level for total project period ____________

The thrust of the program has not changed since its inception. The staff is still trying to seek out those children who have reading and learning difficulties caused by perceptual difficulties.

When a child is suspected of this malady, he is tested or retested and if the results prove positive, he is recommended for involvement. This work is in addition to the normal program.

The program has been evaluated twice, and each time has received favorable ratings. The number of youngsters falling into the failing or near failing area has been reduced 50% in the two year period. This has made for better adjustment on the part of students and teachers.

When the staff and administration informed the board of education that the money for this project was to be reduced or discontinued the board agreed to finance the program in its original form. This factor alone speaks of the value of the program.

Local doctors and parents are very complimentary concerning the value of this program and recommend its continuance. We therefore ask that it be funded to its intended conclusion.

Local Educational Agency Fox Chapel Area School District
Address: 611 Field Club Road, Pittsburgh, Pa. 15238
Project Director Frank Christy

State Project Number 71023

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Environmental Transdisciplinary Involvement Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/71	7/31/72	20,800	1971-72	20,800
Cont.	8/1/72	7/31/73	5,678	1972-73	5,678
Cont.	8/1/73	7/31/74	2,839	1973-74	2,839
TOTAL			29,317		29,317

Proposed Termination Date 7/31/74 **Projected Funding Level for total project period** 29,317

TARGET POPULATION:

Students in grades K through sixth of the Fox Chapel Area School District attendance areas are the target population of this project. Expected enrollment for the 1973-1974 school year in these grades is 3,700 pupils, of which approximately 98.5% are Caucasian, 1% Negro and .5% other ethnic origins. The socio-economic status of the families is primarily of lower to upper-middle class composition.

There are presently 157 professional staff members assigned to this project including three administrators, one environmental teacher and one full-time outdoor environmental education coordinator.

The community is suburban with light and heavy industry and a total population of over 30,000. The school district has an enrollment of 6,566 students, with a total professional staff of 371 dispersed among 9 elementary schools, 2 junior high schools and 1 senior high school. In addition, there are 6 parochial elementary schools and 1 parochial high school within the school district.

MAJOR OBJECTIVES:

The major objective of the project is to give all students, including the culturally different, the disadvantaged, the exceptional, and the handicapped an opportunity as effective change-agents in structuring a stimulating, healthy environment. The prime objective is to produce a concerned generation equipped with the attitude, beliefs, and values necessary for making decisions relevant to their personal, cultural and physical environment.

In behavioral terms, the objectives of the project are as follows:

1. Design and make an initial survey of what environmental concepts being taught, what concepts should be added, local resources and possible future environmental changes.
2. Develop teacher-student activities of a transdisciplinary approach.
3. Conduct in-service training for staff, designed to prepare teachers to motivate, implement, and initiate the environmental concepts and to give them a chance to add their ideas to the program.
4. Design a pre- and a post-assessment of the cognitive and affective student and teacher gains resulting from instructional and actual experience.

ACTIVITIES:

A core of teachers will revise tested materials. This material will then be explained and furnished to all teachers during the in-service days in August. Teachers of kindergarten through sixth grade will be expected to utilize the materials and to evaluate them at the end of the school year.

"People and Their Environment" books have been furnished to the teachers of the first through the sixth grades by the Conservation Council and the school district.

ACTIVITIES(Continued)

During the summer, the audio-visual tapes and slides will be edited for use by local teachers and by other schools. These will be used in class, for individual study or walk preparation and for in-service days.

Project activities will be focused on in-service seminars and meetings for the teachers. Individual teacher needs will be met by mini courses and field trips developed to meet the needs obtained from testing results and from teacher requests. During the year the teachers of each class will have two separate meetings and the teachers of each school will have two separate meetings including school ground hikes.

In the future the program will be revised then extended to the junior high and the senior high school curriculum in the same spiral format using the guidelines developed as time and finances permit.

EVALUATION DESIGN:

The evaluation methods for both teacher and student will be revised and administered before and after teachers and students have actively taken part in the program.

FINDINGS TO DATE:

More teachers are using the outdoor areas and environmental concepts are being integrated in many classes, many in a transdisciplinary manner.

Some school grounds need wider paths and a greater variety of plants to make them more usable. Teachers, P.T.A.'s, parents, custodians, and high school students are working to eliminate these problems.

DISSEMINATION PLAN:

A tape-slide presentation will be developed to show techniques, concepts, skills, material development, and activities to community organizations, teacher groups, students and other interested parties.

Films will also be prepared to use in classes for individual study and for teacher enrichment. These will add new information for the child who is advanced and will show how to do things for the student who grasps slowly.

Information will be placed in local newspapers, school publications, P.T.A. newsletters, and the Pennsylvania Outdoor Education and Conservation Association newsletter. Articles prepared by the teachers and students will be submitted for possible publication to various teacher journals and educational television newsletters.

PROGRESS TOWARD ADOPTION:

The school board and administrators think the environmental education is so important that they have a continuing commitment to a sequential program.

Date completed or revised: 5/31/73

Completed by: Beulah Frey

Phone: (412) 963-9600

Local Educational Agency Churchill Area School District
Address: 4240 Greensburg Pike, Pittsburgh, Pennsylvania 15221
Project Director James V. Barone

State Project Number 71024

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Acquisition of Competence Through Affective Learning

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/71	10/31/72	37,400	1971	$37,400
Cont.	11/1/72	10/31/73	16,601	1972	16,601
Cont.	11/1/73	10/31/74	11,000	1973	11,000
TOTAL			65,001		$65,001

Proposed Termination Date 10/31/74

Projected Funding Level for total project period $65,001

TARGET POPULATION:

The aim of the project continues to reach all students from K through 12 in the Churchill Area School District and St. Maurice Parochial School. The students reached during the first two years of the program will continue to be involved, and additional students at the secondary level will be added. This will include approximately 2,475 elementary students previously involved, 500 junior high students and 500 senior high students. The socio-economic status of the families in the attendance area is primarily of middle-class composition. Approximately 10% of the Target Population would be of the lower socio-economic status. In addition approximately 350 students could be classified as socially, emotionally, educationally and/or physically handicapped. There are 150 staff participants plus new teachers trained throughout the year.

The community is a suburban community located outside the city of Pittsburgh. The school district has an enrollment of 5,510 students with a professional staff of 302 disbursed among 9 elementary schools, 2 junior high schools, and one senior high school. In addition a K–8 non-public school is located in the community and participating in the project.

MAJOR OBJECTIVES:

The general objective of this project was to train teachers to implement a curricular based, affective education program from K–12 which is viewed as a preventive mental health project that will develop greater competence in students to deal with emotional stress, increase cognitive achievement by affective participation, and decrease the number of students developing psychological and social disturbances. More specifically, the objectives of the project for the third year are as follows:

1. To supplement and upgrade the level of competence of trained teachers who are currently implementing the selected curriculum in affective education K through 12.
2. To conduct in-service training programs in affective education for new teachers in the district and for secondary teachers not previously trained.
3. To continue implementing and field testing the affective curriculum developed by the High School Affective Curriculum Committee.
4. To assess and evaluate the cognitive and affective gains resulting from the implementation of the program.

ACTIVITIES:

Teachers continually receive reviews of affective principles. Teachers will be aided in further development of their technical skills through staff meetings, grade level meetings and individual coaching. A training workshop will be held for teachers not previously trained. A selected teacher will be offered intensive

Project Title: Acquisition of Competence Through Affective Learning

State Project Number 71024

ACTIVITIES: (Continued)

further training to become a supervisory consultant with the capability of expanding the project and provi guidance and direction in future years. The major emphasis during the third year of the project will be to provide on-going training to ingrain the skills and firmly implant the affective curriculum in the weekly act of teachers in the education process.

EVALUATION DESIGN:

The evaluation of this project is being done by using the Flanders Classroom Climate Index. This index being used to measure the teacher and pupil behaviors and the influences in the classroom. The basic inter is to measure teacher-pupil interaction to achieve an understanding of the interaction and in particular to specify conditions in which learning is maximized. Teachers trained in this project and teachers not traine in this project are of the classroom being measured.

FINDINGS TO DATE:

Some partial data from the "Flanders Index" shows that teachers trained and presently using this projec have a higher acceptance of feelings than do the other groups.

87% of the responses from the students indicate support of this project and urge its continuance.

DISSEMINATION PLAN:

Dissemination activities have included in-service training for other districts by the project director. Also time is used for visitation of the district by personnel from other school districts. Explanation of the prog to parents and community is still continuing.

Some teachers and students are participating in the making of an educational film at a local T.V. station

PROGRESS TOWARD ADOPTION:

The program has been adopted by all schools in the Churchill District. Implementation at one junior hi is minimal but growing. Several other surrounding districts have adopted the program.

Churchill School District has agreed to intensly train another person as a supervisory consultant to help provide guidance and supervision in future years.

Date completed or revised: 10/22/73

Completed by: James V. Barone

Phone: 412-244-1100

Local Educational Agency Clarion Area School District
Address: 800 Boundary Street, Clarion, Pa. 16214
Project Director Mr. Paul Kapp

State Project Number
71025

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing a Flexible Curriculum

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/30/71	8/29/72	33,000	1971	33,000
Cont.	8/30/72	8/29/73	17,256	1972	17,256
Cont.	8/30/73	8/29/74	8,628	1973	8,628
TOTAL					58,884

Proposed Termination Date 8/29/74

Projected Funding Level for total project period 58,884

TARGET POPULATION:

Students in grades K-6 of the Clarion Area Elementary School District attendance area are the target population of this project. Enrollment for the current year (1972-73) is 713 students, of which approximately 99 percent are Caucasian, and 1 percent are of other ethnic origins. The socio-economic status of the families in the attendance area is primarily of middle class composition.

There are presently 30 professional staff members assigned to the school including 1 full-time administrator.

The community is semirural with some light industry and has a population of 8,500. The school district has an enrollment of 1,434 students, with a total professional staff of 72 dispersed among 1 elementary school and 1 junior-senior high school. In addition a K-8 nonpublic school serving 140 students is located in the community.

MAJOR OBJECTIVES:

1. To provide considerable flexibility in the curriculum through individualized instruction, giving the student a wider range of options in his process of study and his academic pursuits.
2. Establish an operational process for curriculum change.
3. Establish a closer working relationship among teachers.

ACTIVITIES:

Major activities of the program include the following:

1. Selection of staff and students for project participation.
2. Inservice programs.
    a. Outside consultants
    b. School visitations
    c. Attendance at conferences
    d. Participant planned programs
3. Development of individualization of instruction in the classroom.
4. Establishment of Professional Development Centers in each building.
5. Organizing a secondary steering committee to collect curriculum materials and develop recommended procedures for implementing programs.
6. Develop criteria for early admission of high school students into college.
7. Develop criteria for implementing Sec. 7-146 of the Curriculum Regulations of the State Board of Education of Pennsylvania by a guidance-vocational committee.

Project Title: Developing A Flexible Curriculum

State Project Number 71025

EVALUATION DESIGN:

1. The inservice programs will be evaluated by the use of opinionnaires.
2. Students will evaluate the program by using an opinion-attitude inventory.
3. A self-evaluation will be conducted by the sub-committees.
4. A PDE team will evaluate the program.

FINDINGS TO DATE:

Results of the PDE evaluation team listed as strengths of the project the following: (a) individualiz instruction, (b) teachers more aware and sensitive to needs of pupils, (c) children's demonstrat enthusiasm toward classroom procedures, (d) excellent rapport between teacher-pupil and pupil-pup (e) teachers show exceptional interest in implementation of project, (f) pupils reading more, (cooperative effort to implement program and meet project objectives and (h) college students in role teacher aides. Complete results of this evaluation report are available.

The opinion-attitude inventory administered to students indicated that project participants hac more positive attitude toward school in general and higher degree of self-esteem, when compared students not in the project.

Evaluations of the inservice programs indicated that they were the best they had attended, all typ of programs used were beneficial and "how to do it" activities are rated highly by the teachers.

DISSEMINATION PLAN:

Periodic information about the ESEA Title III Project has been placed in the local papers. Lett describing the program or some phase of it have been distributed to the parents in the communi Presentations of the program have been made to local organizations.

A slide presentation has been developed which may be used for dissemination.

Selected members of the project staff were participants in the Second Annual Seminar Year-Round Education held in Harrisburg, Pa., and an inservice reading program conducted by neighboring school. This project was presented at both of these meetings.

PROGRESS TOWARD ADOPTION:

The number of project participants both staff and students, has been doubled during the second ye In addition non-participating teachers have adopted ideas and techniques which were generated by t project.

Project reports have been presented to the board of education and were favorably received.

Date completed or revised: 6/30/73 **Completed by:** Paul Kapp **Phone:** 226-7850

Local Educational Agency	Manheim Township School District	**State Project Number**
Address:	P.O. Box 5134, School Road, Lancaster, Pa. 17601	71026
Project Director	Mr. Lawrence Large, Ass't Principal, Middle School	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Middle School Opportunities Classes

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Init. Appl.	9/10/71	11/10/72	$30,000.00	1971	$30,000.00
Cont.	11/10/72	9/9/73	6,192.00	1972	6,192.00
Cont.	9/10/73	6/30/74	3,096.00	1973	3,096.00
TOTAL					$39,288.00

Proposed Termination Date 6/30/74

Projected Funding Level for total project period $39,288.00

TARGET POPULATION:

Students in grades 6 and 7 of the Manheim Township Middle School are the target population of this project. Enrollment for the current year (1973-74) is 1321 students. The socioeconomic status of the families are primarily of middle class composition.

There are presently 77 teaching staff members assigned to the school including 2 full-time administrators, 3 guidance counselors and 30 non-teaching members to complement the teaching staff.

The community is suburban, some industry but mostly residential with a total population of 23,714. The school district has an enrollment of 5225 students, with a total administrative and teaching staff of 288 dispersed among 5 elementary schools, 1 middle school and 1 high school (2 buildings).

MAJOR OBJECTIVES:

Developing in each child a positive attitude toward self and school by providing successful reading experiences, and a supportive environment where each student's successes will be recognized and appreciated by his peers and his teacher.

Determining the causes of students' reading problems and developing prescriptions for their solution.

Improving overall classroom performance and verbal functioning.

Developing and improving readking skills through:

a. re-kindling each child's desire to read.
b. widening each child's span of word recognition skills.
c. working to develop accuracy in word recognition and independent interpretation of word forms.
d. increasing the accuracy of reading comprehension and interpretive skills.

The transference of certain selected students from a failure situation to one where a measure of success is assured by the flexibility of the program.

Providing a supportive environment in which each student's successes, no matter how small and limited will be recognized and appreciated by his peers and his teacher.

ACTIVITIES:

Activities involved in this program have been oriented to maximum pupil participation. Projects which require coordination with the art teacher have been included as art is being integrated into the entire program.

There will be reading projects to increase student involvement in the stories and to increase interest. These might include making puppets, models, maps, etc. There will be many work games designed to strengthen word attack skills, phonics skills, increase vocabularies, and improve comprehension skills. A

Project Title: Middle School Opportunities Classes

State Project Number 71026

great many of the activities for these students center around reading as this is vitally important in bringing about any improvement in their academic status.

Activities in the industrial arts area play an important part in the program. It is important that these youngsters have an opportunity to create something with their hands; to start a project and carry it to its conclusion; to learn the meaning of work and the satisfaction that accompanies it. In the first year of operation, a degree of success has been made to transfer these attitudes to their intellectual endeavors as wel For those students who will be participating in the second year of the Opportunities Classes, a greater deg of improvement is expected, based on results of the first year of operation.

Other activities which are physically oriented, primarily to provide a physical release for these pupils, w be continued. Nature walks and hikes provide physical activity of a constructive, instructional nature. Som times, however, these older youngsters with limited success in school simply need a break and a chance to "blow off steam."

EVALUATION DESIGN:

The initial screening for the students in the Opportunities classes is the responsibility of classroom teac reading specialists, guidance counselors, psychologists, administrators and parents. Any combination of th may recommend that a child be considered for these classes.

Following the identification stage, an evaluation of the child's strengths and weaknesses is obtained by private, independent, educational organization known as Learning Foundations, Inc., who administer, score and analyze a series of tests of the individual's capacity, skills and attitudes.

Both pre- and post-tests are administered by this independent organization.

DISSEMINATION PLANS:

Newspapers such as the Lancaster New Era and Lancaster Intelligencer Journal receive information of t project's progress. They will also be invited to visit the participating school so that they may also write first-hand news storeies.

The District newsletter, "Report Card", mailed to school district residents, contains news of the projec

The staff newsletter, "Chalk Talk", will inform staff of the project results once again.

Opportunities will be provided for interested individuals and groups to observe the project.

The Project Director and the project teachers will again be available to talk to educational groups, pare and other interested persons or groups.

Cooperative effort with schools interested in the project will again be encouraged.

Date completed or revised: 9/8/73

Completed by: Robert B. Graupensperger

Phone: (717) 569-0481

Local Educational Agency Lancaster-Lebanon Intermediate Unit 13
Address: 1383 Arcadia Road, Lancaster, PA 17601
Project Director L. Lloyd Ruoss, Executive Director

State Project Number 71027

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Data Processing 13 (EDP-13)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
ESEA-III	10/4/71	10/3/72	34,975.00	1971	34,975.00
ESEA-III	10/4/72	10/3/73	17,826.75	1972	17,826.75
ESEA-III	9/20/73	10/1/74	8,913.38	1973	8,913.38
TOTAL			61,715.13		61,715.13

Proposed Termination Date 10/1/74 **Projected Funding Level for total project period** 61,715.13

TARGET POPULATION:

This project will serve directly, and more indirectly through administration and pupil services, some 91,000 public and 12,000 non-public elementary and secondary school students residing in the twenty-two school districts of Lancaster-Lebanon Intermediate Unit 13. Approximately 95% of the population is Caucasian; 2.5%, Puerto Rican; and 2%, Negro.

The area is composed of rural, semi-rural, suburban and urban communities with an increasing proportion of semi-rural and suburban developments. Lancaster and Lebanon Counties have a diversified business and industrial base that has resulted in steady economic development and population growth.

MAJOR OBJECTIVES:

Design a system of feasible educational data processing services for use of schools in Lancaster-Lebanon Intermediate Unit 13 – including computer assisted instruction, computer managed instruction, computerized student personnel services and educational administration services – coordinated with Pennsylvania's State Plan for Educational Data Processing.

ACTIVITIES:

Study data processing and computer related activities and presently available services and facilities in schools in the Intermediate Unit. Utilize consultants, seminars, visitations and other methods to educate and assist school board members, community leaders, school administrators, teachers and other school personnel in the acceptance of data processing and in objective evaluation of its potential for extended use in the educational processes. Design a system of feasible educational data processing services for the Intermediate Unit coordinated with the State Plan for Educational Data Processing.

EVALUATION DESIGN:

On-going local evaluations will be conducted by the project planning committee and by the Intermediate Unit Council of Superintendents. Initial objectives will be reviewed and progress reports will be prepared relating to the objectives. An evaluation team from the Pennsylvania Department of Education will make annual on-site evaluations of the project.

FINDINGS TO DATE:

A preliminary survey by the Data Processing Planning Committee indicates: Some equipment and available services are not being fully utilized; there is need for the development of extended awareness of phases of educational data processing; there is a need for further study and design of a system of educational data processing services in the Intermediate Unit.

Project Title: Educational Data Processing 13 (EDP 13)	**State Project Number** 71027

DISSEMINATION PLAN:

State-wide dissemination and reporting to the USOE via Project RISE (Research and Informati Services for Education). Local dissemination through periodic reports to Council of Superintender Intermediate Unit Board and School Boards; faculty and staff meetings and seminars; visitations; a area news media.

PROGRESS TO DATE:

Preliminary survey completed May 10, 1971. Preliminary proposal submitted April 30, 1971. Fi proposal submitted August 20, 1971.

RESUME OF PROGRAM ACCOMPLISHMENTS:

As the second year of the project nears completion, sixteen of the twenty-two public school distri and one non-public secondary school are being provided computer services through the regio educational computer center at Franklin and Marshall College. Administrative computer services inclu student scheduling, grade reporting, attendance and accounting, payroll, personnel, and budget accounting. Services presently under development are census and management negotiations data base.

In instructional computing, problem solving and simulation software is supported via rem terminals linked to a medium scale time-sharing computer system. A pilot project is under developm to increase student utilization of the computer by installing a high speed card reader terminal i secondary school. Students will be able to mark sense program statements on cards which will be direc read into the computer and executed as opposed to the slow, one student at a time, teletype terminal.

Major activities during this past year consisted of the following:

1. A continuing needs assessment and awareness of computer capabilities program
2. In-service programs for teachers, administrators, and board members
3. The implementation of six administrative computer applications
4. The circulation of a computer terminal for one or two week periods to the majority of I.U. secondary schools to promote instructional computing
5. The investigation of computer-assisted instruction (CAI) curricula in elementary, seconda special and adult basic education
6. The investigation of a computer-based vocational guidance system
7. Leadership role in statewide computer activities. I.U. #13 was instrumental in the formation the Basic Education Data System Council whose members assist the Department of Education policy, planning, and implementation of a statewide information reporting system.

Date completed or revised: 8/1/73	**Completed by:** Edward J. Golden EDP Specialist	**Phone:** (717) 394-070

Local Educational Agency Avonworth School District
Address: 234 Dickson Avenue, Ben Avon, Pittsburgh, Pennsylvania 15202
Project Director

State Project Number 71028

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: DIOGENES (Developing Instructional Organization geared to the Educational Needs of Every Student)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Regular	11/1/73	10/31/74	18,500	18,500	18,500
TOTAL			18,500		18,500

Proposed Termination Date 10/31/74

Projected Funding Level for total project period 76,500

TARGET POPULATION:

Students in grades K–12 of the Avonworth School District are the target population of this project. Enrollment for the year is 2079 of which approximately 98.2 are Caucasian, 1.8 are Negro. The socio-economic status of the families in the attendance area is primarily of lower middle, middle, and upper-middle class composition.

There are presently 107 professional staff members assigned in this district, including nine full time administrators. In addition, there are nine pare-professionals who aid in the I.P.I. program to complement the professional staff.

The community is primarily suburban with some light industry and has a population of 10,226. The school district consists of three elementary schools, one junior high school and one senior high school. In addition there is a 1-6 non-public school serving the community.

MAJOR OBJECTIVES:

The general objective of this project is designed to assist the schools of the district to identify, adapt, and implement modern curricular approaches in areas of individualization of instruction, curriculum development and adaptation, and effective utilization of staff. The objectives of the project are as follows:

1. Evaluate the present program, assess the needs, and investigate the resources available on a local, state, and national level.
2. Develop pilot programs that may prove beneficial and implement them in the K–12 program.
3. Evaluate the pilot programs in terms of their suitability in the district, rejecting and refining the appropriate pilots, and implementing those deemed effective.

ACTIVITIES:

It is expected that the activities of Project Diogenes will be completed within a three year period. The activities designed to implement the objectives of the proposal are:

A. Assessment: The needs for curricular changes will be determined through assessment activities such as achievement testing, attitude inventories, student questionnaires and interviews, opinion polls of the public, expert and consultant opinion, and review of trends in curriculum development.

B. Evaluation: The present school program K–12 has been evaluated by the staff of the school district.

Project Title: DIOGENES (Developing Instructional Organization geared to the Educational Needs of Every Student)	**State Project Number** 71028

ACTIVITIES: (Continued)

C. Investigation: There have been individual and team visitations to schools where modern programs are being conducted. School districts visited included McKeesport Area, Rochester, North Allegheny, and Upper St. Clair.

D. Development and Adaptation: Programs have been adopted to better provide for the individual differences found in the public schools. The concept of resource centers has been initiated during the 1972-7 school year to aid in providing for needed reinforcement according to the individual needs.

E. Evaluation and Implementation: Staff recommendations were utilized in initiating curricular changes designed to improve articulation at various levels as well as to better provide appropriate materials to aid in meeting individual needs of students.

F. Project DIOGENES was used as part of a transitional program in curriculum development in K thru 12. The curriculum study gave more uniform scope and sequence to the K–12 curriculum. The School District constantly strives to meet the needs of the children and Project DIOGENES has given additiona momentum in this direction.

G. The need for curricular changes has been determined through administrative meetings and sub-committe meetings of the Superintendent's Professional and Advisory Committee composed of one teacher each from the elementary, junior high, and senior high schools in addition to one administrator. A consultan from the Allegheny County Intermediate Unit also offered professional assistance. Questionnaires were sent to each teacher at the elementary, junior high and senior high schools in order to evaluate the K–12 program with emphasis upon the need to better provide for the needs of each student. Individual and team visits were taken to schools with modern approaches to education such as open classroom, language arts, learning resource centers, and career education. Also various members of the staff have attended workshops on individualizing mathematics at the elementary level, on creating resource centers on learning disabilities, individualization ideas, and open education.

H. Project DIOGENES as viewed by the L.E.A. does not lend itself to a particular evaluative design. Committees of teachers and administrators were formed in the Language Arts, Social Studies, and Mathemat areas in order to provide the improved articulation of developmental programs. Consultant and evaluati assistance have been provided by Dr. Uricchio, SAPA consultant, through on-site evaluations of the classroom program in addition to in-service sessions both at Carlow College and in the local district.

I. The results of the high school evaluation by the Middle States Association of Colleges and Secondary Schools were available in early June. As a result of studies conducted at the elementary level sequential programs have been provided in areas of Language Arts, Social Studies, and Mathematics. Dr. Uricchio provided helps to teachers involved in science teaching at the elementary level. Opportunities for professional development have been provided through the staff participation in conferences, workshops, committee work, and visitations.

DISSEMINATION PLAN:

Administrative Bulletins
School District Newsletter
News releases to local newspapers:
  City and Suburban Life
  North Hills News Record
Sub-committee members reporting back to the staffs in their different schools

Date completed or revised:	**Completed by:** William J. Stack, Jr.	**Phone:** 412-766-6615

Local Educational Agency State College Area School District
Address: 131 West Nittany Avenue, State College, Pa. 16801
Project Director Dr. Robert C. Campbell

State Project Number 71029

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: State College Environmental Education Program

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		10/22/71	10/21/72	$40,000.00	1971	$40,000.00
TOTAL				$40,000.00		$40,000.00

Proposed Termination Date 10/21/72

Projected Funding Level for total project period $40,000.00

TARGET POPULATION:

The project encompasses grades K through 6. In addition to the public school population, an elementary parochial school and the local schools for the handicapped are being included. The project includes approximately 4,481 children K-6.

MAJOR OBJECTIVES:

The major objectives of the project are listed under the two major goals of the project.

Goal 1 – Provisions for all students, including disadvantaged, exceptional, handicapped, and non-public, to develop environmental awareness.

1. The student will be able to better relate to himself and to members of his group as well as to other individuals as a result of the use of outdoor education methods.
2. Outdoor experiences will result in the student's ability to identify, interpret, predict, measure, compare, contrast, either orally or in writing, man's effect upon the environment, and its effect on him.

Goal 2 – Integration of environmental education into the curriculum of the State College Area School District as mandated by the Pennsylvania Department of Education.

1. Retrieval, development and dissemination of materials to teachers which relate ecological systems and man's impact on them to learning concepts in the various curriculum areas at selected levels.
2. A short-term in-service program for selected teachers emphasizing the cognitive, affective and psychomotor domains of behavior related to ecological systems and man's place in the natural order.
3. Identification and utilization by teachers of community resources to enable involvement and maximum articulation with the community.

ACTIVITIES:

Since being funded on Oct. 22, 1971, the State College Environmental Education Program has been providing services to the K-6 staff and students of the State College Area School District, Our Lady of Victory Parochial School, and the local schools for the handicapped. The services given fell into 7 categories: (1) An orientation program for all elementary administrators and staff, (2) On-Site Services (help in the planning of units and activities, help in planning and carrying out site development, help in carrying out units and related activities), (3) Fieldtrip planning and coordination, (4) In-Service training of staff members, (5) Further development and planning of the Resident Program, (6) Setting the ground work for the development of a scope and sequence for our program K-6, and (7) The compilation and dissemination of information and materials to the participating schools.

Project Title: State College Environmental Education Program	**State Project Number** 71029

EVALUATION DESIGN:

Two types of assessment for each aspect of the program (on-site, resident, fieldtrip, dissemination of materials, in-service) will include the administration of the program and the impact on the students. First, the administration of the program will be measured through periodic assessment by teachers, administrators and resource staff concerning the mechanics of the operation, i.e., meeting-classroom objectives, scheduling, program organization. Secondly, attitudinal measures of both students and parents, as well as cognitive measures of the student, will be utilized to assess the impact of the program on the students.

FINDINGS TO DATE:

At the end of the 71-72 school year an elementary teacher's opinion questionnaire was given to the district's elementary staff. The questionnaire and its analysis have been forwarded to RISE and may be obtained from them. The findings of this instrument are as follows:

> More than 80% of the teachers of State College Area endorse the evaluating of the project in the cognitive and affective domains by using pre-post instruments. The teachers showed no negative responses to continuing the environmental education project after the grant has expired. In fact, over 80% favored the continuation of the project.

From the data obtained on this questionnaire and teacher and administrator feedback we have decided to expand our teacher in-service program and further develop the scope and sequence of our K-6 program.

DISSEMINATION PLANS:

Financial provision is only made for local dissemination of materials developed. To date we have provided in-service programs, helped teachers develop materials and disseminated materials developed. General dissemination will be conducted through the Pennsylvania Department of Education and RISE to whom such materials and evaluations will be submitted.

PROGRESS TOWARD ADOPTION:

Provisions have been made for the local education agency to increase its share of the budget over the first three years of the project. At the beginning of the fourth year of the project the entire budget will be paid out of local funds. In addition, a functioning advisory council, made up of District teachers and parents, has begun developing future objectives and guidelines for the program.

Date completed or revised: 11/24/73	**Completed by:** Gary A. Owen	**Phone:** 814-237-6201

Local Educational Agency Altoona Area School District
Address: 1415 Seventh Avenue, Altoona, PA 16603
Project Director Mr. Henry D. Beehrman

State Project Number
71030

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Altoona Area Independent Learning Experience

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/1/71	8/31/72	$17,000.00	1971	$17,000.00
Cont.	12/1/72	11/30/73	10,081.00	1972	10,081.00
TOTAL			27,081.00		27,081.00

Proposed Termination Date 11/30/73

Projected Funding Level for total project period $27,081.00

TARGET POPULATION:

Students in grade twelve of the Altoona Area High School and Bishop Guilfoyle High School are the target population of this project. Enrollment was based upon student interest with a ceiling figure of twenty-five students permitted to enroll. Enrollment for the current year (1971-1972) is seventeen.

The project staff consists of two part-time administrators, one full-time coordinator and twenty volunteer instructors. The instructors are college graduates and represent the business, professional and university communities of Altoona.

The community is a small urban center with the primary industries being the Penn-Central Railroad and several light industries. The School District has an enrollment of 14,000 students and a professional staff of 731. There are twenty-two elementary schools, three junior high schools and one high school in the School District.

MAJOR OBJECTIVES:

The main goal of the program is to create a learning environment free from the pressures of pupil control. This project is a "grass roots" project. It was formulated, organized and instituted by students and adopted by the School District. It is hoped that the initial interest and self-motivation of the students will establish a positive learning environment. The performance objectives of the project are:

1. Students will be able to select areas of interest and research these areas in order to find possible solutions to problems.
2. Students will express a favorable attitude toward independent learning.
3. Students will demonstrate a written understanding of the differences between a traditional education and an independent education.
4. Students will successfully complete the requirements of the course in which they are enrolled.

ACTIVITIES:

Project activities during the current school year have focused on the selection and organization of courses. The students had the responsibility of choosing areas of interest and finding a volunteer instructor for that area. Once an instructor was found, students entered into a contract with that instructor. The contract involved class content, class attendance and course requirements. The courses were scheduled at mutually agreeable times and were not restricted to the normal school day (8:00 AM to 3:00 PM). The number of students in each class ranged from two to seventeen. No class was restricted by state mandated frequencies or content. Periodically, students will travel to cultural and academic

Project Title: Altoona Area Independent Learning Experience	**State Project Number** 71030

ACTIVITIES (Continued)

centers in Pennsylvania in order to broaden their learning experiences. A full-time qualified coordinator, selected by the students, has been working with them. The coordinator is a part-time teacher, a part-time counselor and a part-time administrator. A community council was created early in the project and functions as innovative and screening agent for activities.

EVALUATION DESIGN:

Evaluation of the project will be internal and external both of which are on-going. Students and instructors are asked to keep a diary of activities and attitudes. In addition, students will participate in a local testing program which will utilize the Self-Concept as a Learner Scale developed by Dr. Walter Waetzen and several measures of achievement. External evaluation will involve community acceptance and on-site evaluation by ESEA Title III personnel. Individual student evaluation will be a personal matter between the student and the instructor.

FINDINGS TO DATE:

Preliminary findings show a favorable difference between the attitudes of project students and the attitudes of nonproject students. There has not been sufficient time to measure changes in student achievement.

DISSEMINATION PLAN:

Dissemination of project information and material is being handled by the Public Relations Office of the Altoona Area School District. Numerous newspaper articles and radio and television editorials have brought the project to the public's attention and several audio-visual presentations are being prepared for students and administrators to present to community organizations. Project materials are also being disseminated to other school districts through the efforts of the Pennsylvania Department of Education.

PROGRESS TOWARD ADOPTION:

One of the successes of this project will be its acceptance as a part of the curriculum of the Altoona Area High School. The willingness of the local School Board to accept a variety of special projects has created an optimism that this project will also be accepted and carried on during future years. The "grass roots" nature of the project and the enthusiasm of the students predicts a positive future.

Date completed or revised: 10/4/72	**Completed by:** Henry D. Beehrman	**Phone:** (814) 994-8101

Local Educational Agency Bristol Borough School District
Address: 420 Buckley Street, Bristol, Pennsylvania 19007
Project Director Michael Zotos

State Project Number 71031

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A British Primary for Bilingual Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	10/15/71	10/14/72	39,900	1971	39,900
Cont.	10/15/72	10/14/73	22,160	1973	22,160
Cont.	10/15/73	10/14/74	11,080	1974	11,080
TOTAL			73,140		73,140

Proposed Termination Date 10/14/74

Projected Funding Level for total project period 73,140

TARGET POPULATION:

One hundred forty children in grades one to four of the Bristol Borough School District were combined into two open-space British Primary units for bilingual education. Current enrollments for the Borough is 2750 students, of which approximately 77 percent are Caucasian, 10 percent Negro and 15 percent Spanish. The socio-economic status of the families in the attendance area is primarily of lower and lower-middle class composition.

The community is urban with both light and heavy industry and has a population of 12,000. A professional staff of 135 is disbursed among 2 public elementary schools, 2 parochial elementary schools and one junior/senior high school.

MAJOR OBJECTIVES:

The overall objective of the project is to create an open-space modified British primary unit for bilingual education. Specifically, the objectives of the project are as follows:

1. To teach Spanish speaking children to use effectively the communication skills of reading, speaking and writing their native language (Spanish).
2. To teach Spanish speaking children to use effectively the communication skills of reading, speaking, and writing in the English language.
3. To teach English speaking children to use effectively the communication skills in Spanish of speaking, reading and writing.
4. To provide an individualized child-oriented curriculum emphasizing self-directing, self-correcting teaching materials.
5. Design a pre and post assessment of the cognitive and effective student gains resulting from instructions within the bilingual classroom.

ACTIVITIES:

One hundred forty children, Spanish speaking and half English speaking, were randomly selected to form two family groupings; seven and eight and nine and ten year olds. Two large classrooms, adjoining corridors and closets were carpeted to provide open-space environments for learning.

Within this open-space seven skill and interest centers (learning) were created. These areas included: reading, mathematics, science, culture, art-music, motor skills and writing. Each area was designated by a color. Within each center, low book cases made of boards and cinder blocks, cartons and tables provide storage for the teaching-learning tools and equipment. Displayed on the shelves were a wide variety of instructional materials that are within easy reach of all children. No one approach or technique was adopted, rather all materials that had a common philosophical and pedagogical foundation were selected.

Project Title: A British Primary for Bilingual Education | **State Project Number** 71031

ACTIVITIES (Continued)

During the day the children move freely from area to area experiencing learning. Their daily progress i recorded on a large tag board. When the child successfully completes an area he places an appropriat colored tag beside his name. Once in the center, the child selects (or is guided by the teacher) to specifi instructional materials.

When he takes a piece of equipment, game, activity, etc., he MUST complete it. If he has difficulty he is encouraged to turn to other students or to the teacher(s) for assistance. When the materials ar finally completed, the child raises his hands and is "check-out" by the teacher. It is during this check ou time that the major "teaching" takes place. Together, child and teacher, discuss what the child has done what he has learned, how he has learned it and why. When the materials are finally completed, the chil is free to select more advanced materials within that center or to move to another.

Some group work is done in reading and mathematics to provide specific skill teaching. Generally these groups are spontaneous and are not re-established by the teacher the next day.

EVALUATION DESIGN:

Evaluation consisted of pre and post test measures using the following standardized an non-standardized tests:

Peabody Picture Vocabulary Test
Murphy-Durrell Reading Readiness Test
Durrell Listening Capacity Test
Informal Reading Inventory (Spanish and English)
Spontaneous Speaking Vocabulary – Murphy (Spanish and English)
Metropolitan Achievement Test
Informal Self-Image Inventories

FINDINGS TO DATE:

Available upon request.

DISSEMINATION PLAN:

No data available at this time.

PROGRESS TOWARD ADOPTION:

The school has been sub-divided into three separate mini-schools: Open-education, open-educatio bilingual and self-contained. Each child is identified with a mini-school and a style of learning. Childre progress within a particular mini-school for the duration of the elementary years. Changes are made whe and if a student's progress would be enhanced by a different style and approach to teaching/learning.

Date completed or revised: 10/1/73 | **Completed by:** Dr. Richard E. Wylie | **Phone:** (215) 788-5543

Local Educational Agency Clarion Manor Intermediate Unit
Address: P.O. Box 151, Clarion, Pennsylvania 16214
Project Director Wayne E. Goss

State Project Number 71032

DEBE 849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Taking the Mountain to Mohammed

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Regular	12/1/71	11/30/72			$36,500.00
Regular	12/1/72	11/30/73			25,550.00
Regular	12/1/73	11/30/74			12,775.00
TOTAL					

Proposed Termination Date November 30, 1974 **Projected Funding Level for total project period** $74,825.00

TARGET POPULATION:

The target population of 43,000 public and 5,000 non-public students finds itself in a rural area of west-central Pennsylvania economically classed as Appalachia. The 17 school districts in the counties of Clarion, Forest, Jefferson and Venango operate on minimal budgets which limits school programs to the essentials and necessities. One of the "luxury" items not yet having found its way into even a few of the districts is a certified full-time media specialist. The 2,200 professional employes of the schools of the area need the help of such a specialist; this is known from observation, from utilization records of media kept at the Regional Center, and from sheer spontaneous enthusiasm evidenced in limited on-hands media work shops of past years.

The total enrollment of both public and non-public pupils ranges from K-12, is predominantly white with few members of other ethnic groups present. Average family income would be classified from low to low-middle.

MAJOR OBJECTIVES:

The major objective of this project is to get new practices into the classrooms that will help teachers provide an improved learning environment for every youngster. Specifically, hands-on situations will be provided so that every teacher and a large number of selected pupils will have opportunity to become completely at ease in using media hardware and producing materials for either individual or group instruction. In behavioral terms the objectives could be stated as follows: the teachers and selected pupils of Clarion Manor Intermediate Unit will:

a. Operate all audiovisual equipment available to them with 90% proficiency according to A-V Instructional Materials Manual edited by James W. Brown, Richard B. Lewis and Fred F. Harcleroad, Third Edition (1969) McGraw-Hill
b. Select and utilize appropriate non-print materials as available to 70% of their instructional needs as defined by the individual school curricula.
c. Produce basic instructional materials such as slides, transparencies and audio tapes. Using available materials and equipment, they will produce such materials to an acceptable quality for classroom use.
d. Operate video tape recorders and video play-back units with such proficiency that such items can be an asset in the instructional program rather than a liability and a detriment to learning.

ACTIVITIES:

Activities for the current year and for ensuing years that the project would be funded will involve the teachers and pupils of all 110 school buildings in small group and individual work that will lead to the

Project Title: Taking the Mountain to Mohammed

State Project Number 71032

above stated objectives. In this area of the state with a majority of the schools situated in remote, hard-to-get-to spots the mobile media van can take to the teachers and pupils all the materials and gear needed to accomplish the objectives. In the pleasant, motivating environment of the mobile unit and with the help of certified, professional media specialists new experiences with media will be had.

The use of Title III ESEA funds for this proposal and the mobile unit dovetails with other federally funded programs of the Intermediate Unit. The EPDS program providing the certified media specialists, the NDEA programs providing needed critical hardware–this program, then, takes all the phases to the teacher and preferably to the student.

By recent Board action local funding to continue the project beyond three years will be considered at the appropriate time.

EVALUATION DESIGN:

Evaluation of the program is being done at two locations. By observation done by administrative personnel in each building evidence can be acquired as to growing student interest in classroom work and student participation in classroom activities related to the learning process thru media.

In the Instructional Materials Service areas of the I.U. detailed utilization records continue on all media to determine changes in numbers of teachers using media and also any change in frequency of use of such media.

FINDINGS TO DATE:

- In-service programs have been provided at nearly 90% of the schools in the I.U. Area.
- Nearly 1500 teachers and 400 students have experienced hands-on in-service experience by means of the Mobile In-Service Unit.
- Participant Attitude toward the media in-service approach has been nearly 100% favorable.
- Purchase of equipment and materials on the part of schools and school districts, related to in-service programs provided, has been on a significant rise.
- Utilization of existing equipment and materials within schools to school districts, related to in-service programs provided, have significantly increased.
- Utilization of Intermediate Unit Instructional Materials Service have increased significantly.
- Desire, on the part of schools and school districts, for continued mobile in-service programs have been evidenced.
- The value of the mobile in-service approach has been evidenced by the success of the Department of Education, Bureau of Instructional Materials service mobile in-service unit.

DISSEMINATION PLAN:

- The greatest dissemination effect has been the project in action providing in-service programs.
- Application of the Mobile Unit to Community festivals and activities, during the non-school year has been exceptionally effective.
- Application of the Mobile Unit for a two week in-service program in the neighboring Intermediate Unit helped to promote the value of the Mobile in-service approach.
- Newspapers and radio reports of the Mobile Unit activities in the various Intermediat Unit Communities have been used.
- The Mobile unit project was invited and taken to the Basic Education conference held in Hershey, Pa. for three days in November 1972, for state exposure.
- Dissemination of Intermediate Unit news letters relative to the Mobile in-service project have been used.

PROGRESS TOWARD ADOPTION:

Much ground work is being done at the I.U. level. As a result many teachers and administrators are anticipating continuous worthwhile media in-service programs ahead.

Date completed or revised: 10/1/73 **Completed by:** Wayne E. Gross, IMS Director **Phone:** 814–782–3011

Local Educational Agency Butler Area School District
Address: 167 New Castle Road, Butler, Pennsylvania 16001
Project Director Dr. Paul R. Fiscus - Dr. Samuel DeSimone

State Project Number 71033

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Planning Utilization of Educational Resources

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	12/15/71	12/14/72	53,110		
	12/15/72	12/14/73	29,035		
	12/15/73	12/14/74	14,517.50		
TOTAL					

Proposed Termination Date 12/14/74

Projected Funding Level for total project period $96,662.50

TARGET POPULATION:

Students in grades 7-12, members of the student bodies of Butler Area Junior High School, Butler Area Intermediate High School, and Butler Area Senior High School are the target population of this project. Current enrollment for the current year is 1,980, grades 7-8; 2,284 for grades 9-10; and 1,962 for grades 11-12. The population of the district is basically middle class, ranging in occupation from agricultural pursuits to professional services.

The Junior High is served by 102 teachers, three administrators, and three guidance counselors. The Intermediate High School has a staff of 91 teachers, two administrators, and three guidance counselors. Senior High has a staff of 109 teachers with three administrators and four guidance counselors.

The community makeup of the Butler Area School District includes nine governmental bodies whose total population is in excess of 53,000 people. In addition to the three secondary schools mentioned above, the school district is served by sixteen elementary schools.

MAJOR OBJECTIVES:

The continued major emphasis in this project will be to promote, develop, and insure the maximum utilization of educational resources, inclusive of materials, supplies, facilities, programs, and personnel.

Significant attention will be directed toward the development and revision of curriculum along the lines of more pertinent meaning to students and to these times. Concern will be directed to content, methods of instruction, scheduling changes, individualizing of instruction, assignment of grades and credits under more liberal terms, etc.

Periods of attendance and refinement of developed course content will constitute curriculum activity directed toward the possibility that this will serve as a model to others.

ACTIVITIES:

In addition to the refinement of developed courses and related conditions to successful instruction, in-service growth of current staff members will be carried on.

Such activities will include departmental, and interdepartmental liaison, instruction and encouragement in the use of instructional media, participation in conferences, workshops, etc.

As a district level, we shall continue to profit by our experience and will share those experiences with other districts.

Project Title: Planning Utilization of Educational Resources

State Project Number 71033

ACTIVITIES: (Continued)

The 1973-74 school term of three semesters of sixty days each is patterned after that developed for the 1972-73 school term.

EVALUATION DESIGN:

Evaluation will continue to be of two distinct types: evaluation or observation from outside the district and attitudinal measures of students and teachers within the district. Department chairmen, meeting daily with staff and student, can be most cognizant and appreciative of values expressed. On-site evaluation team (October 25, 26, 1973) provided evaluation from outside the district.

FINDINGS TO DATE:

Curriculum and personnel, both student and teacher, continue to be the focal points of our efforts. Tentative findings indicate a general acceptance by students and teachers of the 60-day periods of attendance.

DISSEMINATION PLAN:

Materials relative to our activities and success are available from RISE, Research Information Services for Education, Montgomery County Schools, 117 West Ridge Pike, Conshohocken, Pennsylvania 19428. We, in turn, shall continue to distribute materials as requested. Complete courses of study are available for $15 total.

PROGRAM TOWARD ADOPTION:

A number of pilot courses in English and Mathematics were introduced in the two secondary schools in September of 1972 and resulted from the local district financial support of $100,000. As a result of last year's activities, complete curriculum revision grades 7-12, we did implement the major transition to sixty-day courses which was followed by re-evaluation, deletion, addition, and continued improvement and progress We will continue that same effort this year.

CG

Date completed or revised: 12/7/73 **Completed by:** Dr. Paul R. Fiscus **Phone:** 412-287-8721

Local Educational Agency School District of Haverford Township
Address: East Darby Road, Havertown, Pa. 19083
Project Director Gerald M. Hogan, Assistant to Superintendent

State Project Number 71034

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Transition: Conventional to Open Space

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	12/71	3/73	45,000	1971	45,000
	3/73	3/74	37,300	1972	37,300
	3/74	3/75	Cont.		18,591
TOTAL			82,300		82,300

Proposed Termination Date 3/75

Projected Funding Level for total project period $82,300

TARGET POPULATION:

The target population consists of 700 students from grades 7 and 8 in the Haverford Township Junior High School. Two teacher teams have been organized to work in a large open plan facility, a team consisting of four seventh (7th) grade mathematics teachers, and an interdisciplinary eighth (8th) grade team: English, social studies, math and science.

Enrollment for the current year (1973–74) in the junior high school is 1,965, of which approximately 97 percent are Caucasion, 2 percent are Negro and 1 percent are of other ethnic origins. The community is generally regarded as middle class and upper-middle class.

The community is suburban an has a population of 60,000. The school district has an enrollment of 7,865 students in 8 elementary schools, 1 junior high school and 1 senior high school. In addition, 36 percent of the school age students attend parochial schools and 7 percent attend private schools.

MAJOR OBJECTIVES:

1. To prepare staff for utilization of an Open Plan teaching area.
2. To enact curriculum changes consistent with the opportunities inherent in the Open Plan design.
3. To visually document teaching techniques applicable to the Open Plan design for use with professional staff and community.
4. To assess the effectiveness of curriculum changes and the attitudes of students in the Open Plan transition area.
5. To assess an alternative secondary school program for volunteer 11th and 12th grade students (The Allgates Program)

ACTIVITIES:

In October, 1970 the School District of Haverford Township submitted a proposal to Education Facilities, Inc. The proposal was generated by the school district plan to construct and occupy an open space middle school (grades 6, 7, 8) by September, 1973. Open space schools provide an exciting and flexible vehicle for changing the instructional process, but it is critically important that staff, totally conditioned to the conventional school be properly prepared to function in the new environment of the open space school.

The school district sought funds for a first-stage study of renovating and existing girls' gym into an open space teaching area and a grant of $5,000 was approved. The girls' gym was selected because it was a large (5,000 sq. ft.) space and deemed most suitable for simulating the conditions in a large, open space instructional area.

Project Title: Transition: Conventional to Open Space	**State Project Number** 71034

At the conclusion of the study the decision to proceed with the project was made. The gym was co verted to an open space teaching area. Six different furniture suppliers and six carpeting companies were invited to participate in the project. This permits the district to evaluate furniture and carpeting in an op space area prior to the decision to furnish the new middle school.

Teacher teams were selected to work in the project:

1971–72 7th grade math – 8th grade (math, science, s. s., eng.)
1972–73 7th grade history – 8th grade (Eng. and history)
1973–74 8th grade math – 7th grade English

Teacher training programs in the area of Interaction Analysis, microteaching, and Individualized Ins tion were conducted in the summer of 1972. Curriculum development, in each of the subjects involved, also a part of the Summer program. Learning packets were developed during these workshops.

EVALUATION DESIGN:

An evaluation design has been updated to include Descriptive, Correlational, and Experimental Rese A total of 32 areas will be studied. A copy of the Evaluation Design is available from the project directo

FINDINGS TO DATE:

1. Over 68% of the students involved prefer the Open Plan to the Regular program.
2. Teacher acceptance of the Open Plan has been overwhelmingly positive. They are now most ac advocates of the program.
3. The number of discipline cases reported to the disciplinarian during 1971–72 was three (3). E day there was 650–700 students receiving instruction in the Open Plan.
4. An evaluation report is available from the director.

DISSEMINATION PLAN:

The program has been spotlighted in the Education Facilities Laboratories (E.F.L.) newsletter, "Sch house" (December 1971 number 5), and American School and University (March, 1972).

The program has been presented at regional curriculum conferences.

By estimate, at least 400 visitors have been to the project.

Two prochures have been developed: "Transition: Conventional – Open Space . . . it's happening a Haverford" which explains the project, and "Open Plan . . . an evolution", which outlines schematically t phases teachers go through in moving from traditional to Open Plan instructional strategies.

PROGRESS TOWARD ADOPTION:

Since the project began, three other areas in the junior high school have been remodeled into open p instructional areas.

Date completed or revised:	**Completed by:** Gerald M. Hogan	**Phone:**

Local Educational Agency	Beaver Area School District	**State Project Number**
Address:	635 Fourth Street, Beaver, Pa. 15009	71036
Project Director	Dr. Dale E. McDonald	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Schools Without Failure

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	12-71	2-73	$30,131.00	1971-1973	$30,131.00
	2-73	2-74	15,860.00	1973-1974	15,860.00
	2-74	6-74	7,930.00	1974	7,930.00
TOTAL					

Proposed Termination Date June 30, 1974 **Projected Funding Level for total project period** $53,921.00

TARGET POPULATION:

Students in selected elementary school buildings of a consortium of school districts including nine (9) public and two (2) parochial schools are the target population. Enrollment for the current school year 1973-1974 is 3,656 students, of whom approximately 88 percent are Caucasian and 12 percent are negro. The socio-economic status of the families in the attendance area is of primarily middle class composition.

There are presently 154 full time teachers included in the project. They are supported by the conventional numbers of superintendents, principals, special subject teachers and counselors, since no additional staff or space is necessary. One principal and one lead teacher plus one other staff member constitute a leadership team for each building involved.

The communities which the schools serve vary from heavy industry to light industry, to residential community, to suburbs, to rural. The overall population figure might approach 275,000, but in a pilot school consortiu, such a figure hardly seems meaningful.

MAJOR OBJECTIVES:

The purposes of Schools Without Failure are: (a) to provide opportunities for principals and teachers to develop a positive, personal philosophy of education so they can develop their own schools without failure; (b) to provide ways for building constructive communication within the school and between school and community; (c) to provide a process for developing classroom skills and procedures needed by principals and teachers to implement a success oriented curriculum; (d) to provide the background for building a school environment in which the staff and the students can deal realistically with their problems through the resources at hand.

Seminars are conducted in each of the participating schools. The objectives of the seminars are to achieve these stated purposes which include: (a) to learn how to develop a success oriented philosophy; (b) to learn how to motivate students through involvement; (c) to learn how to develop effective communication with students through class meetings; (d) to learn how to help students develop responsible behavior; (e) to learn how to make the curriculum relevant for today's students; (f) to learn how to remove failure from the curriculum; (g) to learn what exciting opportunities exist for teachers to improve their school; (h) to learn how to work effectively with other members of the staff; (i) to learn how to eliminate discipline as a major problem of the school; (j) to learn effective techniques for involving parents and the community in the work of the school.

Project Title: Schools Without Failure

State Project Number 71036

ACTIVITIES:

Over the three year period of the project, three people from each of the participating schools (principal counselor, and teacher-leader) are being trained as a leadership team to understand and implement SWF concepts. With the films, materials, and ideas provided by the ETC consultant during six (6) all day workshop sessions (each year), the leaders conduct weekly seminars with the professional staffs in the target schools. Seminar activities include: developing a building philosophy, identifying and solving school problems, evaluating and improving class meeting techniques, sharing success practices with other teachers and learning to use Reality Therapy as a consistent method of school-wide discipline.

EVALUATION DESIGN:

Two pre and two post surveys were administered to all students in the experimental schools and in control schools in each district during the fall of 1971 and spring of 1972 respectively.

FINDINGS TO DATE:

While the results of the objective data may have had meaning for individual schools, no conclusions could be drawn about the effects of SWF on Self-Concept and Attitude Toward School on the 3,600 students in the consortium. The variations among the eleven (11) buildings, the nature of the instruments, and the numerous uncontrollable variables were among the reasons that the data analyzed could not be summarized for the total project, much less be generalized to other populations.

The most significant impact during the two years has been the development of staff cohesion within the buildings. In the seminars, teachers are evaluating their own effectiveness and are cooperatively involved in the decision-making process to make their school "a better place for students". Not only are student needs being better met, but the climate is provided for teachers to feel more worthwhile as they engage in self-evaluation and improvement, which results in continuous professional growth.

With class meetings as the vehicle, teachers are bringing relevance and critical thinking to the instructional program. With Reality Therapy as a problem-solving technique, students are given the opportunity to assume responsibility for their own behavior.

Many of the stated objectives deal with the affective domain where evolving changes are gradual, continuous. The on-site evaluators were impressed with "(1) the enthusiasm and efforts of the people involved, (2) the development of the approach to increase interaction among teachers, between student and teacher, and between student and student, (3) staff cohesiveness and individual teacher commitment, and (4) increased awareness of pupil needs and concerns."

DISSEMINATION PLAN:

Each district has assumed responsibility to disseminate information about the SWF project within its local community. Methods used have been: Newspapers, video tapes, lectures, demonstrations, program presentations, etc. A State Department of Welfare publication positively stressed the preventive aspects of the program in the area of mental health.

PROGRESS TOWARD ADOPTION:

Many of the Districts have already extended the SWF program into other schools using only local staff and effort in the leadership role. As the Project moves into its final year, activities are planned which will increase the awareness of the effectiveness of SWF as a vehicle for schools to become involved in continuous self-evaluation and improvement.

Date completed or revised: 1/25/74 **Completed by:** Dr. Dale E. McDonald **Phone:** 412-774-0250

Local Educational Agency Millcreek Township School District
Address: 3740 West 26th Street, Erie, Pa. 16506
Project Director Hughes D. Brininger

State Project Number 71038

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Concern

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/72	12/31/72	$22,450	1972	$22,450
TOTAL			$22,450		$22,450

Proposed Termination Date 12/31/73

Projected Funding Level for total project period $38,450

TARGET POPULATION:

The target population of the project are students in the 6, 7, and 8th grades of Millcreek Township School District. Involved in the project are 2,100 students, 112 staff members, and approximately 25 community lay personnel.

The community is a rapidly growing suburban area with diversified small industries with a population of 38,108 with a total district enrollment of 9,326 students, 440 professional staff, dispersed among 10 elementary schools, 2 junior high schools, one intermediate school, and 1 senior high school.

MAJOR OBJECTIVES:

1. Design with the aid of consultants a survey instrument to assess the individual and collective needs of students and teachers in the middle unit.
2. Prepare a preferential list of needs (educational, social, emotional, etc.) of middle unit students and teachers with the use of the prepared survey instrument.
3. Provide inservice training for staff to the extent that they will exhibit a knowledge of the needs, abilities, and interests and an understanding of the physical, social, and emotional characteristics of early adolescents by preparing appropriate learning experiences.
4. Develop within the staff the desire and capability to prepare and implement planned courses based on established needs of middle unit students.

ACTIVITIES:

Major activities will consist of establishing a project steering committee, project coordinators, and ad hoc committees. Each committee will have a specific task, e.g., development of a needs assessment instrument, identification of pertinent literature, and formulation of appropriate inservice programs.

Needs of students and teachers will be identified, analyzed, and given priority ranking. Based on this data planned courses for the middle students will be developed. Primarily existing staff with assistance of consultants will be involved in the project.

EVALUATIVE DESIGN:

Evaluation of the project will incorporate both quantitative and qualitative measures. Anecdotal records will be kept concerning the number of students, teachers, community members, meetings held, topics discussed, etc., throughout the life of the project. In addition authorities in the field of early adolescent education will be asked to validate the identified needs and ensuing procedures for the project. As an ongoing process teachers and students will be involved constantly in up-dating of the

Project Title: Concern

State Project Number 71038

EVALUATIVE DESIGN (Continued):

project objectives and activities. At the present time it is envisioned that this evaluation will take the form of questionnaires and interviews. Teacher attitudes will be assessed on a pre and post basis.

FINDINGS TO DATE:

The findings to date are the identified needs of boys and girls of middle school age in our own school district. They are available in complete and summary form in the publications of the project - "Project Concern: Identification and Assessment of Needs of Middle School Children, Millcreek Township School District, Erie, Pennsylvania."

DISSEMINATION PLAN:

Summaries of the project, together with all developed documents, have been and will continue to be made available through professional channels. Summaries will be prepared and brochures developed for circulation within the community of the subject schools.

PROGRESS TOWARD ADOPTION:

Accomplishments of the program to date are already in operation in the schools. The schools in which the program was conducted have the characteristics of the project goals. When funding ends there will be no reversion to pre-existing conditions.

Date completed or revised: 11/16/73 **Completed by:** Hughes D. Brininger **Phone:** 814-838-4571

Local Educational Agency **Address:** **Project Director**	Greensburg Salem School District 105 West Fourth Street, Greensburg, Pa. Paul D. Breon	**State Project Number** 71039

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Conflict Resolution in Contemporary Society

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
New	1/1/72	12/31/72	15,000	1972	$15,000.00
Cont.	1/1/73	12/31/73	7,500	1973	7,500.00
Cont.	1/1/74	12/31/74	3,750	1974	3,750.00
TOTAL			26,250		$26,250.00

Proposed Termination Date 12/31/74

Projected Funding Level for total project period $26,250.00

TARGET POPULATION:

Students in Grades 9, 10, 11 and 12 of the Greensburg Salem School District have been the target population of this project. Enrollment in the public secondary schools is 2,643 and in the past approximately 500 students have been residents and enrolled at Greensburg Central Catholic High School. In the 1974-75 school term, Greensburg Central did not teach this course. About 2.2% of the enrollment of the school district is negro. The socio-economic status of the area is primarily middle class, with about one third in the lower middle class level.

The community is composed of a city, 2 boroughs and a township. The city of Greensburg is the county seat of Westmoreland County. One of the boroughs is highly industralized and the other is largely residential. The township has been making a transition from a rural agricultural and mining area to a more industralized and urban area.

The public school district has an enrollment of about 5,600 students and an administrative and teaching staff of about 275 professionals. There is one senior high school, one junior high school, nine elementary schools, plus two parochial elementary schools within the district.

MAJOR OBJECTIVES:

Students are made aware daily through the various media of the existence of human conflict and the resulting situations in today's history. There is a growing body of knowledge about the causes of conflict and its management. By making this information available to students, it may help them to develop a rationale for conflict resolution.

Stated Objectively

1. Students will be able to identify a range of global problems by category – conflict control, ecological balance, economic welfare, and social justice.
2. Students will be able to recognize multiple relationships among the four categories of global problems, involving conflict control, ecological balance, economic welfare and social justice.
3. Students will be able to identify a range of basic elements in a variety of conflictual situations occurring on each of the four conflict levels - - intra-personal, interpersonal, societal, and international.
4. Students will learn to clarify their own values through the use of skilled discussion tactics, and will learn to respect value differences in regard to complex issues of existence.

ACTIVITIES:

Year I

a. Initial preparation of a course of approach by a selected group of staff from the arts and humanities, working with consultants.

b. Involvement of selected students with staff in reaction dialogue on conflictual stimuli and experiences.

c. Determination of sets of options such as group discussion, development of value scales to determine judgmental criteria, role playing, position papers and experimental procedures.

d. Involvement of the "arts" to create original compositions.

e. Evaluation of materials.

f. Pilot programs in public and private schools, studying feasibility of course and course materials.

Year II

a. Revise and restructure course as needed.

b. Adjust course to suit curricular schedule of each school.

Year III

a. Re-evaluate course, and up-date all materials.

b. Prepare for final dissemination, including publication of materials scheduling of workshops in various areas of the Commonwealth, and mailing materials to schools as ordered.

EVALUATION DESIGN:

The Department of Education Research Staff is working on an Evaluation Instrument for this program. A Student Opinion Scale has been prepared and is included in the Course of Study (pp. 196-197).

FINDINGS TO DATE:

Contacts with teachers who have worked with this material in the past two years, in three different schools, have indicated that students become highly motivated and interested in the Notsob Simulation Game, as well as the Packets.

DISSEMINATION PLAN:

Four workshops held during the Fall of 1974, in the following areas: Upper Merion School District, Scranton School District, Colonial Northampton Intermediate Unit #20, and Greensburg Salem School District. A total of 51 teachers participated in these workshops, most of them earning either In-Service or College Credit through Indiana University of Pennsylvania. Copies of the Course of Study have also been sent to ERIC and ASCD for distribution.

Local Educational Agency Berks County Intermediate Unit #14
Address: 11th Floor, Courthouse, Reading, PA 19601
Project Director K. Robert Hohl

State Project Number
71040

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Supplemental Instructional Multi-Mediate Curriculum Approach

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/74	12/31/74	13,375	1974	13,375
TOTAL					

Proposed Termination Date 12/31/74

Projected Funding Level for total project period 87,625

TARGET POPULATION:

The target population for this project is aimed at grades K-6 of the public and non-public schools in the Berks County Intermediate Unit. This includes approximately 35,976 students in the public schools with approximately 2,891 students in the non-public schools. The community served by this project is largely suburban in nature with several rural areas and a large city of approximately 90,000 population.

MAJOR OBJECTIVES:

The purpose of this project is to provide students with supplemental, tangible, multi-sensory, multi-media curriculum materials as an extension or enrichment of their school district's regular curriculum offerings. This project proposes to provide an opportunity for students to investigate and discover educational concepts at their individual learning level with the instructor assuming a guiding and coordinating role.

Major objectives for the third year:

1. To initiate the operational phase of the program.
2. To refine the instructional kits based on evaluations received during the pilot phase.
3. To conduct in-service programs for the teachers.
4. To develop duplicate and instructional kits.
5. To evaluate the operational year.
6. To study project results and make recommendations.

ACTIVITIES:

The third year is geared as our operational year. The developed instructional kits will be distributed to teachers for their use only after each teacher has received in-service training. The kits will be refined and possibly additional or duplicate kits will be developed based on the pilot teachers recommendations. More dissemination areas will be developed and utilized.

EVALUATION DESIGN:

Evaluation methods will be an on-going process. The basic instruments will be as follows:

1. Student pre-test – record student's performance as to informational and aptitude level prior to kit use.
2. Student post-test – record student's informational and aptitude after kit use.
3. Teacher evaluation – to include class reaction, ease of use, participating devices, completeness and comments.
4. Management – log of activities.
5. Pre and In-service – evaluation of pre and in-service program participants.

Project Title: Supplemental Instructional Multi-Media Curriculum Approach	**State Project Number** 71040

DISSEMINATION PLAN:

The dissemination plan to be utilized in this project calls for on-site evaluation (for kit development and student use of kits) publication (catalogs and kit development information) and slide presentation (record events of the project).

Date completed or revised: 10/30/73

Completed by: K. Robert Hohl

Phone: (215) 376-8408

Local Educational Agency Baldwin-Whitehall School District
Address: 4900 Curry Road, Pittsburgh, Pennsylvania 15236
Project Director Dr. Robert V. Flynn

State Project Number 71042

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualized Middle School Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	2/1/72	1/31/73	34,250.00	1971	34,250.00
Cont.	2/1/73	1/31/74	25,342.00	1972	25,342.00
Cont.	2/1/74	1/31/75	12,671.00	1973	12,671.00
TOTAL					72,263.00

Proposed Termination Date 1/31/75 **Projected Funding Level for total project period** $72,263.00

TARGET POPULATION:

The target population of this project is the students in grades 7 and 8 of the Robert Paynter Middle School attendance area in the Baldwin-Whitehall School District. Enrollment for the current year (1973-74) is 695 students of which 99.74 percent are Caucasian and .26 percent Negro.

There are presently 48 professional staff members assigned to the school including two (2) full-time administrators. There are also six (6) teacher aides assigned to the school.

The school district is comprised of the Boroughs of Baldwin and Whitehall, and Baldwin Township. It, like many suburban areas, is predominantly residential in nature with a population of 45,788. The school district has an enrollment of 9,326 students, with a total professional staff dispersed among 11 elementary schools, 1 middle school, 1 Intermediate High School, 1 junior high school, and 1 senior high school. In addition, two 1-8 nonpublic schools and one 1-12 nonpublic school are located within the school district. These nonpublic schools serve approximately 1701 students.

MAJOR OBJECTIVES:

To meet the challenges the transescence youngster presents to the educational system, the following have been identified as the objectives of the project:

1. Total Program Articulation – To develop an educational program and curriculum which will provide continuous progress through and smooth articulation between the succeeding phases and various levels of the total program with particular emphasis in the area of general studies.
2. Individualized Curriculum – To develop an individualized curriculum in all areas of instruction which will accommodate each student at his own stage of development and with his own unique style and rate of learning.
3. Efficiency and Effectiveness – To make optimum use of available personnel and facilities in the development, implementation, and evaluation of an educational program designed to meet the needs of the middle school student.

Project Title: Individualized Middle School Program

State Project Number 71042

PROPOSED ACTIVITIES:

Prior to the project starting date the district will involve secondary teachers in workshops related to secondary subject areas with a distinct focus on the application of individualized instruction to their subject area.

During the project period activities supported by Title III funds included staff visitations to operational individualized secondary programs and attendance at workshops focusing on secondary individualized instruction. Funds were also used to provide for a summer curriculum workshop, clerical personnel for the workshop, and three teacher aides for the 1973-74 school year.

EVALUATION DESIGN:

The success of the project will be determined by the extent student behavior is effected. Modification of student behavior will be assessed through diagnostic instruments of four types; placement instruments, pre-test instruments, post-test instruments, and curriculum embedded test instruments. All diagnostic instruments are designed to measure the objectives of the learning continuum.

FINDINGS TO DATE:

The need is to provide an on-going school through the development of an individualized program for students with a background from Oakleaf and McAnnulty Elementary Schools (I.P.I. Schools) as well as other students drawn from the more conventional elementary schools in the district. Students in the elementary I.P.I. program exhibit a wide variation in their achievement, modes of learning, and interest, and traditional methods of junior high instruction often have precipitated a loss of gains made under I.P.I. This loss has focused attention on the need for an individualized program for the secondary schools.

DISSEMINATION PLAN:

Dissemination of the program will be carried out by members of the LRDC staff, the administration of the Baldwin-Whitehall School District, and other staff members involved in the middle school program.

Information about the program will be printed in the School District's Newsletter Releases to local residents. Also teachers from the middle school staff will be contracted to write articles for the local newspapers.

People are welcome to visit the Paynter Middle School as long as the district is given advance notice of request for a visitation.

PROGRESS TOWARD ADOPTION:

The 7-8 grade individualized program has been planned, written and implemented at Paynter Middle School. Title III funds permitted the further development of expertise within the staff as well as provided funds for staff planning. District resources were largely used to implement the program. The progress toward the objectives is encouraging.

The school district has made a commitment to individualizing instruction for all students. In September of 1974 a second middle school will be opened in the district and the individualized program from Paynter Middle School will be implemented in the new school.

Date completed or revised: 11/30/73

Completed by: Dr. Robert V. Flynn

Phone: 412 884-6300

Local Educational Agency Halifax Area School District
Address: R.D. #2, Halifax, Pa. 17032
Project Director Mark D. Drumheller

State Project Number 71043

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Halifax Language Arts Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/72	12/31/72	20,000.00	1971	20,000.00
Cont.	1/1/73	12/31/73	14,816.00	1972	14,816.00
Cont.	1/1/74	12/31/74	7,408.00	1973	7,408.00
TOTAL			$42,224.00		$42,224.00

Proposed Termination Date 12/31/74

Projected Funding Level for total project period $42,224.00

TARGET POPULATION:

Students in grades 9, 10, 11, and 12 of the Halifax Area High School attendance area are the target population of this project. Enrollment for the school year 1973-74 is 406 students, of which 2 are Negro and the remainder Caucasian. The socio-economic status of the families in the attendance area is primarily of lower-middle and middle class composition.

The high school and middle school occupy the same building. Presently there are 41 professional staff members and two administrators assigned to both schools.

The school district which consists of one borough and 3 townships is rural with very little industry and has a population of 4600. The school district has an enrollment of 1307 students with a total professional staff of 63 dispersed among 2 elementary schools and one middle-high school.

MAJOR OBJECTIVES:

The general objective of the project is to plan, develop, and implement a non-graded elective senior high language arts program to provide more effective communicating to meet the individual needs of each student. This has been accomplished to date. In behavioral terms, the objectives of the project are to continue as follows:

1. Plan, develop and implement new courses and revised courses in the non-graded elective language arts program.
2. Continue workshops and in-service training for staff, designed to prepare teachers to develop and implement new and revised specific course objectives.
3. Design a pre- and post-assessment of the cognitive and affective student gain resulting from a non-graded elective lauguage arts program.

ACTIVITIES:

The language Arts Curriculum Development Committee which is composed of all secondary language arts teachers, librarians, and principals have developed a context evaluation of problems or needs, self-evaluation with student, teacher and community involvement and objectives for learning and teaching the new language arts program. Teachers have developed and implemented with outside consultants, the specific objectives of each elective to meet the needs of the Halifax Area students. The teachers will continue with workshops and in-service programs to fulfill the objectives of this project.

Project Title: Halifax Language Arts Program

State Project Number 71043

EVALUATION DESIGN:

a. Some questions from the original survey will be readministered to the groups. This will be done to ascertain any change for the items. The items that are chosen will be related to the stated objectives.

b. Questionnaires will be developed to ask how the various groups viewed what was happening before the changes occurred and what is now happening. These questions will be related to the stated objectives. A five point continuum will be used for answers. By taking (now/was) a positive score shows a change toward the desired objective. These questions will be developed and analyzed based on the established criteria.

c. Criteria will be developed for the required flexibility as stated in the objectives for each course. The course will be developed and analyzed based on the established criteria.

d. Parallel student and teacher questionnaires will be developed to determine any errors in perception with respect to what is now happening in the program. Items here will be related to the objectives as stated.

e. The Language Arts Program will be developed and evaluated against the criteria that have been established for the total program. These criteria will be related to the objectives as stated in section 4.

FINDINGS TO DATE:

The language arts program implemented September 6, 1972, has achieved our objectives to date. The program includes a total K-12 language arts steering committee which planned, developed, and implemented new programs in the elementary, middle and high schools. In addition, the Language Arts Program in the high school appears to be meeting the needs as well as the interests of our students in that each student can, with the exception of a speech and writing assignment (he elects one of two choices respectively) select the courses of benefit and of interest to him.

Furthermore, not only is their positive feedback from the students and school personnel, but also there has been, via conversations, evidence that parents and members of the community are readily accepting the program and favorably reinforcing the belief that the program is showing accomplishments

In order to make additional improvements in the electives already offered and develop new ones, which will facilitate this meeting of changing needs, funding should be continued for further staff development, purchasing of materials and equipment not readily available in a total school budget.

DISSEMINATION PLAN:

Dissemination will be conducted by RISE following the guidelines of the Penna. Department of Education. Brochures, newsletters, school newspapers and local newspapers articles have been prepared and will be continually updated by the staff to keep the citizens of the Halifax Area School District informed of continued progress of the Halifax Language Arts Program.

PROGRESS TOWARD ADOPTION:

The project was approved by the Department of Education on January 1, 1972. The language arts program was implemented on September 6, 1972.

Date completed or revised: 10/30/73 **Completed by:** Mark D. Drumheller, Principal **Phone:** 717 896-3416

Local Educational Agency	Dallas School District	**State Project Number**
Address:	Conyngham Avenue, Dallas, Pennsylvania 18612	
Project Director	James O. Brokenshire	71044

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: D-TALE, Dallas Team Approach to Language Experience

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	1/15/72	1/15/73	54,000	1971-1972	54,000
	1/16/73	5/15/74	34,000	1972-1973	27,000
	4/16/74	4/15/75	15,000	1973-1974	15,000
TOTAL					96,000

Proposed Termination Date 4/15/75

Projected Funding Level for total project period 96,000

TARGET POPULATION:

Students in kindergarten through grade 4 of the Dallas School District are the target population of this project. Enrollment of the participating students in the public schools is 1317, of which 1307 are caucasian, 8 are negro and 2 are Oriental. The socio-economic status of the families in the attendance area is primarily of middle class composition.

There are presently 43 professional staff members assigned to the schools. In addition, there are 2 paraprofessional staff members assigned to the schools, as well as a number of parent volunteers and student teachers from local colleges who serve as instructional aides.

The community is suburban with little industry and a population of 15,500. The school district has an enrollment of 3587 students, with a total professional staff of 172, distributed among 4 elementary schools, 1 intermediate school, 1 junior high school, and 1 senior high school.

MAJOR OBJECTIVES:

The general objective of this project is to bring about a change in the structural organization for instruction within the elementary schools of the district in order to more efficiently permit each student, regardless of age, to work at his proper level and at his own pace. The major objectives are as follows:

1. To design and implement an organizational staff pattern that encourages teachers to work cooperatively as a team.
2. To provide parents with in-service education that will prepare them to contribute more effectively to their child's learning experience.
3. To develop alternative approaches to reading instruction that include innovative multi-sensory materials, clearly established objective, reliable diagnostic procedures, appropriate instructional plans and practical evaluative methods.

ACTIVITIES:

Activities for the first year of the project included the development of a staff advisory committee and guidelines. An orientation meeting was held for all staff members followed by a number of professional growth seminars.

In-service seminars were held for parents of participating students after which they were supplied materials to be used in helping their children reach objectives developed within the project.

Teachers visited other schools, some took part in steering committee meetings. All attended seminars in creative use of materials, language experience strategies, and developing learning centers.

Project Title: D-TALE Dallas Team Approach to Language Experience	**State Project Number** 71044

During the second year of the project a Team Teaching workshop was held. As a followup consult worked with individuals and small groups of teachers.

During the third year of the project the staff will work toward total implementation of Team Teac Organization. "Effective Questioning" workshops will be held and consultants will be available to work with individual and small group of teachers.

EVALUATION DESIGN:

Evaluation of the program attempts to assess change in behavior on the part of teachers, parents, a pupils.

In order to guage the degree of teacher achievement of an open structure and teacher acceptance b children, an attitude inventory was administered as a pretest, and post-test.

Parent involvement is being evaluated by using questionnaires which are being filled out at parent

Teacher observations, reports and comments reflect on parent attitudes as indicated by the numbe positive school contacts, appearance for conferences and voluntary requests for further instruction in w with their children.

During the third year the SRA Assessment Survey will be administered, pre and post. This will per more effective skills grouping and also indicate the role of pupil growth.

FINDINGS TO DATE:

Relationship of D-Tale to student performance

Data summarized indicate that the implementations of D-Tale activities in the educational program a noticeable effect upon the reading performance of a representative group of Dallas elementary student Gains in reading comprehension competencies ranged from an additional three months of growth to a y and three months gain.

Both third and fourth graders tested after a year of exposure to D-Tale activities scored higher on t reading achievement tests than other children in those same grades the year before.

Relationship of Project D-Tale to teacher attitudes

Data summarized indicates that prior to involvement with D-Tale, elementary teachers tended to sc on the lower end of the continuum measured by the Minnesota Teacher Attitude Inventory in comparis to same group of teachers' scores after being exposed to, and participating in D-Tale activities in the 197 school year.

The same group of teachers, however, took the Inventory anonymously, prior to and after the intro tion of a program designed to increase the opportunities for attitudinal change. They showed a marked tendency to score higher on the scale, after the D-Tale involvement. This can only lead one to conclude as a result of Project D-Tale, the teachers involved did use the opportunity to learn and implement some alternate ways of working with students, and in effect, did as a group change their attitudes about teach students and themselves.

DISSEMINATION PLAN:

Periodic newsletters have been distributed to faculty, parents and members of the community. Sp will be available to parent and community groups and local and regional professional groups. A sound-sl and video-tape presentation will be prepared and a descriptive brochure will be distributed at the compl of the project.

PROGRESS TOWARD ADOPTION:

The project has been adopted totally in 3 of our elementary schools. Teachers in all elementary sc of the district are now involved in the project.

Date completed or revised: 3/25/74	**Completed by:** James O. Brokenshire	**Phone:** 717–675–52

Local Educational Agency	School District of Philadelphia	**State Project Number**	
Address:	21st & Parkway, Philadelphia, Pa. 19103		
Project Director	Ruth Rodman		71045

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Consumer Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/72	3/14/73	57,750	1972	57,750
Cont.	3/15/73	3/14/74	90,300	1973	90,300
Cont.	3/15/74	3/14/75	54,200	1974	54,200
TOTAL					

Proposed Termination Date 3/14/75

Projected Funding Level for total project period 202,250

TARGET POPULATION:

A nucleus of teachers from all disciplines grades K–12 will receive formal training in Consumer Education. In addition, all teachers and administrators in the School District of Philadelphia will be reached directly by the Project or by some spin-off from the Project.

MAJOR OBJECTIVES:

The overall goal of the program is to function as a support system for teachers and administrators who wish to provide students with the personal competencies and social responsibility skills necessary for survival in our complex consumer society. Specific objectives for the 1974–1975 school year which will be carried out to achieve this goal will be:

Objective 1. To provide teachers and administrators with Consumer Education materials which are perceived as useful to their individual schools.

Objective 2. To encourage teachers from grade Kindergarten through grade 12 to work voluntarily with integrating Consumer Education materials into their regular school curricula (e.g.: Mathematics, Social Studies, English, Science).

Objective 3. To promote and support a multi-disciplinary program in Consumer Education for Senior High Schools and Vocational-Technical Schools.

Objective 4. To assess the knowledge level and attitudes of elementary teachers who are potential users of Consumer Education curricula.

Objective 5. To develop and field test an Elementary Consumer Competency guide.

Objective 6. To increase students' knowledge and awareness in the area of Consumer Education.

Objective 7. To review and evaluate commercial, national and locally developed curricula in Consumer Education.

Objective 8. To promote the interaction of the student with parents, the business community, consumer action groups, and government agencies.

ACTIVITIES:

Objective 1 – A Newsletter, bibliographies, and free and inexpensive materials will be distributed to all schools. A Resource Center for teachers will be expanded.

Objective 2 – A large awareness conference will be held for administrators and teachers. Workshops for teachers will be held in cooperation with industry, business and government agencies. Demonstrations and workshops will be held at elementary schools in response to requests from principals.

Objective 3 – Leadership will be provided to high schools for design and support of multi-disciplinary (team teaching) efforts.

Project Title: Consumer Education

State Project Number 71045

Objective 4 – A field study assessing attitudes of teachers will be made in elementary schools where principals have requested workshops or presentations.

Objective 5 – The staff will continue to develop a workbook for teachers and students in levels K–6 to promote early competencies. Field testing will be carried out in elementary schools where demonstrations or workshops have been offered.

Objective 6 – Minimal survival competencies for consumers will be developed. These competencies will be distributed to teachers. Students' knowledge of consumer issues, ability to function as a consumer, and achieve survival competencies will be evaluated.

Objective 7 – A committee composed of Consumer Education Speicalists, Reading Teachers, and Resear and Development Personnel will develop criteria for evaluating Consumer Education curricula, commercially prepared texts and audio-visual materials.

Objective 8 – A Pilot Project for academically talented students will be explored. Students will serve as interns in consumer related agencies. (District Attorney's office, brokerage houses, industry, consumer action groups, etc.) A program called STOP will be explored to determine whether students can serve the adult community with their new consumer knowledge. STOP stands for Students Teaching Our People. "Fairs" wi be held in schools where Consumer Education is rostered, to serve schools in district and people of the community.

EVALUATION DESIGN:

All evaluation design for the third year of the Project will be for the purpose of determining the strength which should be re enforced and the weaknesses which should be eliminated for further development of the program.

FINDINGS TO DATE:

All secondary schools now have some program which is tailored to meet the individual needs of the student, the faculty and the rostering of the school. The large number of requests for support in the elementary school have rechanneled some of the direction of the program. One thousand thirty-four teachers have been served through the Project and it is estimated that these teachers are reaching twenty-one thousand seven hundred and twenty-three students.

DISSEMINATION PLAN:

Dissemination has been promoted through conferences at all levels, through a newsletter and brochures produced and disseminated from the Office. Local media have been utilized via radio and T.V. programs and newspaper articles describing the Program. Presentations have been made at local, state and national conferences to inform other teachers and school administrators of the positive and negative aspects of the Project. Original teaching guides have been dispensed through the Office to teachers willing to evaluate them. Success ful guides have been printed and dispensed through the School District of Philadelphia, Office of Curriculum and Instruction.

PROGRESS TOWARD ADOPTION:

As previously stated many school within the School District of Philadelphia have requested service from the Office of Consumer Affairs. It is the intention of the School District of Philadelphia to assume some responsibility for continuing the Program at the termination of Title III funding.

Date completed or revised: 2/21/74 **Completed by:** Ruth Rodman **Phone:** 215–448–3622

Local Educational Agency **Address:** **Project Director**	School District of Philadelphia 21st & Parkway, Philadelphia Pa. Leonard B. Finkelstein	**State Project Number** 71046

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Secondary School Renewal

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/72	6/30/73	$200,000.00		$200,000.00
Cont.	7/1/73	6/30/74	260,000.00		260,000.00
Cont.	7/1/74	6/30/75	260,000.00		
TOTAL			$720,000.00		

Proposed Termination Date June 30, 1975

Projected Funding Level for total project period $720,000.00

TARGET POPULATION:

The four programs involved in this project – Overbrook High School, Fels, Beeber, and Wilson Junior High Schools – serve a total of 234 in grades 8-12 who have had difficulty adjusting to the regular school programs. Funding of the fifth program originally in this project has been assumed by the operating budget of the School District of Philadelphia.

MAJOR OBJECTIVES:

The objectives which are common to each program participating in this project are:

1. To improve achievement in basic subject areas
2. To increase student attendance
3. To reduce incidences of disruptive behavior and assist students in improving their social adjustment.

ACTIVITIES:

The four programs in this project are developing curriculum in an attempt to integrate academic subjects, community work experiences, activities and locations which allow for greater participation and chances to exercise options. Team teaching, individualized and small group instruction are techniques utilized.

EVALUATION DESIGN:

Evaluation has received a major emphasis in this project. Every effort has been made to design an innovative evaluation scheme which combines an anthropological approach with a research approach. Standardized testing has been coupled with an extensive use of questionnaires, management objective forms, observation checklists, student attitudinal questionnaires, parent questionnaires, pupil profiles, competency based tests as well as on-site monitoring by school principals, and joint teams from the Office of Research ane Evaluation, the Alternative Programs Office, and the Office of Federal Programs.

FINDINGS TO DATE:

Post tests have not been given as of this date. Beeber Junior High School summary statistics indicated a 60 percent decrease in number of absences, 42 percent reduction in number of disruptive referrals, and 70 percent reduction in number of subjects failed. These statistics reflect comparative data for the school years 1971-72 and 1972-73. Summary data are not available for the

1973-74 school year at this time.

Fels Junior High School summary statistics indicated an 84 percent decrease in number of absences, 60 percent decrease in discipline referrals, and 92 percent decrease in number of subjects failed during the 1972-73 school year. Data are not complete for the 1973-74 school year.

Overbrook High School statistics reflected a 55 percent decrease in number of absences, 44 percent decrease in discipline, and 63 percent in number of subjects failed. These data reflect the school years 1971-72 and 1972-73. Summary data for 1973-74 school year have not been analyzed at this time.

Wilson Junior High School statistics reflect a 30 percent decrease in number of absences, 100 percent decrease in referrals, and 86 percent decrease in number of subjects failed. Summary statistics for the 1973-74 school year have not been analyzed for any of the four schools at this time.

DISSEMINATION PLANS:

Dissemination plans consist of several vehicles; parent and community meetings, faculty presentations, student newspapers, program developed brochures, Alternative Programs Office newsletters, newspaper articles, filmstrips and slides.

Local Educational Agency **Address:** **Project Director**	Lancaster-Lebanon Intermediate Unit 13 1383 Arcadia Road, Lancaster, Pennsylvania 17601 Alice Monroe	**State Project Number** 71047

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Comprehensive Hearing Impairment and Language Development Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date ____________________ **Projected Funding Level for total project period** ____________________

TARGET POPULATION:

Children with Impaired Hearing and Language Development in Lancaster and Lebanon Counties are the target population. Figures available from the American Academy of Otolaryngology and Otology indicate that 10% of the total population has a medically significant hearing loss: the figure for educationally significant hearing loss is not known precisely, but it is known to be higher than the figure given by the medical profession. If we project 5-8% of children with language impairment, we can estimate that 15-18% of the pre-school population in the target area will benefit from this program. Accordingly, the American Speech and Hearing Association would support our premise that of the 100,000 plus school age children and the 10,000 plus pre-school children an estimate of 2,200 participants who would benefit from the CHILD Program is conservative.

MAJOR OBJECTIVES:

The primary need of these children is that of early identification and early remediation to overcome hearing and/or language impairment. To wait until children enter school, and encounter serious educational problems, is too late.

ACTIVITIES:

Early Identification:

Project members who are specialists in the field of communication disorders have served as Evaluators, contacting area preschools as well as medical and social agency professionals for referrals, and providing hearing screenings in order to identify children with handicaps in communication. CHILD staff personally screened for hearing loss approximately 200 children in existing nursery schools, and received the assistance of the Lancaster Hearing Conservation Center in screening 435 others. Some 26 area nursery schools were included in this survey.

In addition, approximately 125 comprehensive language evaluations were done on referred youngsters.

Pre-School Program

Two nursery schools were staffed and equipped, one in Lancaster and one in Lebanon. Morning and afternoon half-day classes were established in each school. Enrollment in each class was limited to eight children. Both classes were in operation on a full-time basis one month after initial funding. Within the year approximately 44 children were identified and placed in these classrooms according to flexible groupings related to age and degree of language handicap. Language specialists were recruited to teach these nursery schools and train the carefully selected teacher aides assigned to them.

Project Title: Comprehensive Hearing Impairment and Language Development Program

State Project Number 71047

ACTIVITIES (Continued)

Deaf children as young as 2 years have been identified and placed in these classes with satisfactory adjustment on the part of both child and mother. Children as old as 6 years, with severe communication handicaps, have also been satisfactorily placed. Several of these had failed a regular kindergarten experience and their parents regarded the Project CHILD remedial placement as a blessed salvage effort. As these youngsters progress to special education learning disability programs or regular classes we hope to use our new community liaison person to provide in-service instruction to follow up teachers.

Parent Services

More parent counseling and education will be provided in this second year of Project CHILD. Individual and group parent counseling sessions will be conducted to help parents understand their child's language and hearing impairment. Parents will be provided with techniques for enhancing their child's language and speech development. Observations in the nursery schools and the pre-school program will be followed by discussions of the methods and techniques used by the staff. A special community liaison person, who has demonstrated her skill and diplomacy with parents, has been added to the staff on a part-time basis, within the limits of the present budget, as we feel the stress at this time should be on education of those in the child's peripheral environment. Lip reading and manual programs will be conducted by resource staff to enable parents, family members, friends and regular teachers to communicate with these children and older deaf children.

Consultation and In-Service

Program personnel will consult with preschool teachers of language and hearing impaired children in regular nursery settings. Programs will be presented to all nursery and preschool children so they might become more aware of the identification, understanding of language and hearing impaired children, and educational considerations necessary to meet the needs of such children. Large group meetings and individual observations and consultations by the teachers and screening team will be utilized to meet the objectives of this phase.

EVALUATION DESIGN:

We have been handicapped here by a scarcity of quantifiable data, and have taken steps to remedy the situation by providing staff teachers and evaluators with in-service training in the Monterey Language Program, which should provide us with measures of progress. In addition, we will be operating at full staff in the second year, with personnel and time available for frequent retesting. Entry status will be systematically noted as with progress and termination data. A data processing consultant will be secured to assist with record keeping and accountability.

FINDINGS TO DATE:

Our survey and program intake results reinforce the earlier belief that communicatively-handicapped preschoolers exist. We have been somewhat surprised to discover that there are less "deaf" children in the region than we anticipated, and more "language-impaired". This trend may say something about advances in medical technology, improved pre-natal care, rubella vaccine, etc. But it is interesting to theorize that this same medical technology is also saving the lives of sick children who previously would have perished, and significant numbers of these children are now approaching school age with severely-impaired language development, possibly the sequela to subtle brain damage, and certainly a red flag in terms of future academic learning disabilities.

Date completed or revised: 12/12/72 **Completed by:** Alice Monroe **Phone:** 394-0707

Local Educational Agency **Address:** **Project Director**	Carbon-Lehigh Intermediate Unit Board 507 North 19th Street, Allentown, Pa. 18104 Dr. Floyd N. Keim	**State Project Number**	71048

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Carbon-Lehigh Intermediate Unit Mini-Projects Program

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	Initial	12/20/71	12/19/72	$27,000.00	1972	$36,289.55
	Cont.	4/15/73	4/14/74	17,734.70	1973	17,734.70
	Cont.	4/15/74	4/14/75	17,734.70	1974	17,734.70 (requested)
TOTAL						

Proposed Termination Date 4/14/75 **Projected Funding Level for total project period** ________

TARGET OBJECTIVES:

The target population is the approximately 3,000 elementary and secondary public and non-public school teachers in the area that comprises the Carbon-Lehigh Intermediate Unit. These teachers instruct approximately 67,000 students, of which 96% are Caucasian, 2% are Negro and the remaining 2% are of other ethnic origins. The socio-economic status of the families in the intermediate unit is predominantly of middle class composition. The unemployment rate in this area is consistently lower than the national average.

The fourteen school districts that comprise the unit consists of sparsely-populated districts where farming is the major occupation of the residents; suburban bedroom communities with light industry; suburban districts with bedroom communities, light and heavy industry, and shopping centers; and a densely-populated city school district.

MAJOR OBJECTIVES:

The primary objective is to stimulate teachers to design and/or undertake creative, innovative curriculum improvement and enrichment projects using modest funds for materials, equipment, and services that normally would not be available from the instructional budgets of the respective districts or schools. Secondary objectives are to develop and expand teachers' skills in writing objectives using performance terminology and to devise or use appropriate cognitive, affective, and psycho-motor evaluation instruments and procedures. A tertiary objective that is complementary to the primary objective is to disseminate the results of successful classroom mini-projects to teachers inside and outside the Intermediate Unit.

ACTIVITIES:

During two years of operation, a Mini-Projects Advisory Council, consisting of teachers and administrators from the 14 school districts within the Intermediate Unit and the non-public schools, established guidelines for the preparation and evaluation of over 400 mini-project proposals that were submitted by teachers for funding. The staff, consisting of the director and an assistant who was employed on a half-time basis during the second year of the program, promoted the program through newspaper coverage and through the distribution of newsletters, *The Mini-Projects Classroom*, and other means. Direct assistance in preparing applications was given to teachers who requested help.

A total of 1,500 booklets that describe 154 mini-projects that were conducted by the teachers was distributed to promote additional interest in developing mini-projects.

Project Title: Carbon-Lehigh Intermediate Unit Mini-Projects Program	**State Project Number** 71048

EVALUATION DESIGN:

Since the major intent of this program was to stimulate teachers to undertake creative, innovative curriculum improvement and enrichment projects, no formal evaluation design was appropriate. However, each mini-project proposal was required to contain a section pertaining to evaluation to determine the degree to which the objectives of the mini-projects were met.

FINDINGS TO DATE:

Approximately 21,612 students in the public and non-public schools have benefited directly from 197 mini-projects that were conducted. Teachers who learned of innovative projects through teachers whose proposed mini-projects were funded and from the booklet sought local support and conducted similar mini-projects on their own. In only two of the mini-projects was there provision for token remuneration for the teachers. This supports the hypothesis that creative teachers, when provided with a small amount of financial support, will put forth considerable effort to plan, conduct, and evaluate curriculum improvement projects.

DISSEMINATION PLAN:

The major vehicle for informing teachers about mini-projects has been the wide distribution of the newsletter, *The Mini-Project Classroom.* Distribution of 1,200 booklets on completed mini-projects to teachers and administrators within the Intermediate Unit, plus the distribution of 300 copies by RISE to other intermediate units and districts, spurred additional interest in the program.

PROGRESS TOWARD ADOPTION:

Although no formal efforts have been made to extend the program following the conclusion of the federal funding, alternate sources are being sought.

Date completed or revised: 2/15/74	**Completed by:** Floyd N. Keim, Proj. Director	**Phone:** 439-1581

Local Educational Agency Lewisburg Area School District
Address: Washington Ave., Lewisburg, Pa. 17837
Project Director Patsy James Marra

State Project Number 71049

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Localized Learning Materials

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	3/1/72	3/1/73	$40,000.00	1972	$40,000.00
Cont.	6/1/73	5/31/74	21,436.00	1973	21,436.00
Cont.	3/1/74	3/1/75	10,718.00	1974	10,718.00
TOTAL					$72,154

Proposed Termination Date 3/1/75

Projected Funding Level for total project period $72,154

TARGET POPULATION:

Students in levels 3, 4, and 5 of the Lewisburg Area School District comprise the target population of this project. The enrollment in these grades for the current year (1973-74) is 569 students. There is a middle-class socio-economic status among the families in the attendance areas.

Twenty-one classroom teachers are involved in this project. The project involves students in three schools: one school is located near the central business district, the other school is located in a predominantly rural area and the third is in a residential neighborhood.

As per the recommendation of the evaluation team, the program materials will be made available on a limited basis to students outside the original target population to include primary, middle and senior high school students engaged in research projects.

The community, though semi-rural, is populated by many professional people. The school district's total enrollment is 2,572 students with a total of 119 professional staff members. There are four elementary schools, one middle school and one senior high school. Two Amish schools are also located within the Lewisburg School District's boundaries.

MAJOR OBJECTIVES:

The goal of this project is to offer the students an opportunity to make application of acquired language arts skills in true-life, meaningful situations. The experience of these situations and the application of these skills will result in the production of localized textbooks and related audio visual software for grades 3, 4, and 5. The major objectives to be achieved as progress is made toward reaching the goal include:

1. Students will write sentences using a structure graded above their spelling achievement level as determined by the Stanford Achievement Test. Sentence structure level will be determined through a measurement tool to be developed locally.
2. More than 50% of the material used with project will be produced locally.
3. More than 50% of the communications carried out in project activities will originate from the student.
4. Integrated study using project related materials will take place and the frequency of such activities will increase for more than 1/2 of the teaching staff involved in the project.

ACTIVITIES:

The proposed program, Localized Learning Materials, will include Localized Textbooks for Elementary Schools.

Project Title: Localized Learning Materials	**State Project Number** 71049

Teachers were given instruction in the use and limitations of the various peices of equipment which were made available through the program during in-service meetings which were held before the program got underway. They were also given direction in how to organize the activity from start-to-finish. Students were given access to cameras, film, flash-cubes, tape recorders, slide viewers and projectors. They selected a topic for study, explored the limitations of the proposed topic, got releases from the individuals involved, interviewed individuals, took the necessary pictures (black & white) and slides, got the film developed, wrote the report, submitted all the pictures, slides and the report to the class for criticism, and processed the report as a page or pages in the textbook.

EVALUATION DESIGN:

The only standardized test employed is the Stanford Achievement Test. Other measures used include: audio- and video-taped lessons as methods to determine changes in patterns of classroom communication activities: and, reports written by students to analyze growth in sentence composition.

DISSEMINATION PLAN:

The plans for dissemination of information include slide presentations, video-tape recordings, a teacher's newsletter, newspaper and radio coverage of activities and distribution of student reports.

The project has been a topic for discussion at a Susquehanna Valley Reading Council Meeting during the current school year.

The Intermediate Unit and the Pennsylvania School Study Council will be kept informed and encouraged to disseminate information relating to this program through their official papers.

Interested parties are wlecomed to the district for observation and to secure any information relating to this program.

PROGRESS TOWARD ADOPTION:

The project is part of the activities included in the school district's five-year plan. The project activities are designed to facilitate the transition of the project from Title III funding to local support at the end of the third year. The local school district's contribution toward financing this project has increased.

EVIDENCE OF LOCAL SUPPORT AND ASSIMILATION:

1. More local money is being spent to support this project. 2. A pre-project writing activity has been developed by many primary teachers in our district. 3. Secondary programs in English are being modified to involve more Localized Textbook type activities in the regular school curriculum. 4. A number of teachers have implemented Localized Textbook materials in other school subjects as curriculum materials.

AMENDED PROGRAM
OBJECTIVES:

1. Students will write sentences using a structure graded above their spelling achievement level as determinded by the Standard Achievement Test. Sentence structure level will be determined through a measurement tool to be developed locally.
2. More than 50 percent of the material used with project will be produced locally.
3. More than 50 percent of the communications carried out in project activities will originate from the student.
4. Integrated study using project related materials will take place and the frequency of such activities will increase for more than ½ of the teaching staff involved in the project.

PROGRAM ACTIVITIES:

The only change in program activities would be that project materials and equipment will be made available on a limited basis to all students and teachers regardless of grade level.

Date completed or revised: 4/1/74	**Completed by:** Patsy James Marra	**Phone:** 717–523–1178

Local Educational Agency	Lewisburg Area School District	**State Project Number**
Address:	Washington Ave., Lewisburg, Pa. 17837	71050
Project Director	Alex Drozeck	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Comprehensive Home-School Guidance Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	2/1/72	2/1/73	$30,000.00	1972	$30,000.00
Cont.	2/2/73	2/1/74	16,077.00	1973	16,077.00
Cont.	2/2/74	2/2/75	8,039.00	1974	8,039
TOTAL					

Proposed Termination Date 4/1/75

Projected Funding Level for total project period $54,116

At the end of the second Comprehensive Home-School Guidance Program project year, the Lewisburg Area School District guidance services staff has used much of the objective data and was made aware of additional subjective feelings concerning the functioning and value of the Title III Program.

Much has been discussed regarding the role of the counselor under this Home-School Guidance Program. It is innovative because it administratively sets up a Department of Guidance Services which functions autonomously under the direction of a Director of Curriculum. The guidance staff functions more fully and has a greater amount of stimulation due to the fact that all members function with students in grades K-12, and the students' families, and attempt to relate to parents in as many ways as possible.

Much time is spent in staff communication, both by phone and weekly staff meetings. Department meetings are scheduled twice a month to promote in-service training for all counselors. The counselors have also provided service to teachers, parents and administrators through various meetings. Staff in-service has been provided through the Susquehanna Valley School Counselors Association, PSCA conferences, SAT workshops and district curriculum and building meetings.

Routine tasks in individual buildings have been cycled by the staff members who perform them district- or building-wide regardless of whom their assigned counselors may be. Much of the group guidance and counseling is set up in a manner so that the group is composed mainly of students assigned to the guidance counselor.

The method of the assignment of counselees to their counselors is also unique. Counselors work with approximately 240 families and all their children who are enrolled in our school district. Forty percent of the families have been served through home visits to-date.

The Home-School Guidance Program is also able to receive feedback and get informal direction from an advisory committee. This committee is composed of parents representing all elementary geographical districts, males and females, professional and non-professional backgrounds and people who have been active in the community and its schools.

As the second project year is ending, many observers have noted that the guidance offices are busier, that the counselors seem to be involved in many growth activities and that parents are utilizing the services more. The tabulation of survey data collected substantiates that verbal comments from students, staff, and parents and administrators are correct.

Date completed or revised: 3/11/74	**Completed by:** Mr. Alex Drozeck	**Phone** 717-523-9081

Local Educational Agency Peters Township School District
Address: 616 East McMurray Road, McMurray, Pa. 15317
Project Director Dr. B.G. Lauda

State Project Number 71051

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Political Morality – An Experiment in Creativity

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	1/15/72	1/14/73	18,000	1972	18,000
	1/15/73	1/14/74	9,088	1973	9,088
	1/15/74	1/14/75	4,544	1974	
TOTAL					

Proposed Termination Date 1/14/75 **Projected Funding Level for total project period** 31,632

TARGET POPULATION:

Students in the Peters Township Middle School and High School will be involved in the project. Enrollment for the 1973-74 school year is 902 in the Middle School (Grades 6-7-8) and 1,131 in the High School (Grades 9-12). There are six social studies teachers in the Middle School and nine in the High School that will participate.

The socio-economic status of the families in this attendance area is primarily middle class. The community is predominately Caucasian with only 4 or 5 non-white families.

The community has changed from a rural agricultural base over the past 20 years and is now considered to be a suburban area. The population has increased from 3,000 to 11,700 over the 20 year period. The growth in population has caused extensive demands on the schools for a continuing building program and changes in the curriculum and organizational pattern of the schools.

There are no private or parochial schools in the district. The district enrollment is 3,530, K through 12. Follow-up studies of the graduating classes indicate a high percentage of students continue their education beyond high school with approximately 60 per cent enrolling in college programs and another 15-20 per cent in vocational or specialized programs.

MAJOR OBJECTIVES:

Through the development of learning packets emphasizing political moral and political value lessons students will:

1. be able to state clearly their own concept of political morality
2. state the facts of the dilemma or conflict situation, enunciate the underlying value or moral conflict, give reasons why the person in the situation should act in a certain way
3. investigate historical and contemporary situations involving political morality
4. participate in problem solving exercises by stating hypotheses, gathering and evaluating data to test hypotheses, and stating conclusions based on evidence
5. analyze music, literature, and media by constructing questionnaires and conducting interviews to gather data to compare the relationship that exists between society's political system and its value system.

The learning packets will be used to point out the shortcomings and failures of our political system and to emphasize the absolute need through creative materials for each individual to accept his responsibility as a citizen and to make the system work as a reality.

ACTIVITIES:

The learning packets will provide opportunities to permit students to:

1. Participate in simulations about aspects of political life.
2. Conduct interviews with communications people and people in politics.
3. Participate in seminars with political analysts, politicians, and communications people.
4. Collect and make visuals (films, filmstrips, pictures) that demonstrate elements of political process.
5. Investigate the process that enables someone with the desire, to run, to get support, and then get elected to a political office.

Project Title: Political Morality — An Experiment in Creativity	**State Project Number** 71051

ACTIVITIES (Continued)

6. Conduct research into the patterns of history (art, music, political parties, personalities, slogans, cartoons) that have been a part of the development of various cultures.
7. Depict given situations to show that they favor one point of view or another.
8. Use art forms (films, posters, videotape, slogans) to demonstrate that they can influence.
9. Engage in activities to demonstrate the inaccurateness of our senses.

In addition questions to be explored include:

1. If you find evidence of corruption in politics how do you make effective changes?
2. What motivates individuals to want power?
3. What are the associations and dimensions of power?
4. What is it that politicians do that involves them in moral decision making?
5. How have various people looked at the idea of political morality? How does this compare with student perceptions?
6. What moral conflicts have politicians handled in the past?
7. What are the elements of corruption? How do we know when someone is corrupt?
8. Where is the proper place to "draw the line"?
9. What does "invisible politics" mean to a mayor, state representative, congressman or president?
10. How does anyone resolve conflicts between the ideal and the real world?

EVALUATION DESIGN:

Quantitative

1. The number of students and teachers involved will be maintained.
2. Observed student attitudinal changes will be noted.

Qualitative

1. Attitudinal measures on a pre and post test basis will be used to determine the impact of the packets upon the classes or groups.
2. Teacher reaction to the materials as to their teachability, utility, and sensed student reaction regarding the interest level of the students and the pertinency of the materials will be sought.
3. Materials or products generated by students such as dramatizations, cartoons, essays, etc. will be analyzed.
4. Teacher made tests and questionnaires to determine student behavioral change.

FINDINGS TO DATE:

The general reaction to the project by both teachers and students has been positive. It has been found that teachers generally are anxious to acquire the means and methods of dealing with the often times illusive and intangible quantity we call creativity. Teachers from all grade levels and subject areas and specializations were anxious to attend workshop sessions and use the playwright as a resource teacher and consultant in their classes. Although the playwright was not originally scheduled to be active in the elementary schools the spontaneous reaction by both teachers and students to his presence and contributions dictated the extension of his sphere of operation to that instruction level.

The teachers have been very enthusiastic about the contributions made by the practicing artists. In fact, they are asking that consideration be given to having budgetary provisions made for similar experiences as an on going feature of the local educational program. Although not measurable by paper and pencil tests, the students were engrossed by the presentations and contributions of the artists and it is felt that the appreciation level for the fine arts has increased greatly. The teachers have benefited by picking up techniques and strategies that they can employ as a part of their own teaching repertoire.

DISSEMINATION PLAN:

Dissemination will include the materials generated and used as a part of the teaching process in the social studies classes. The Board of Education, PTA groups and ESEA Parent Council will be kept informed of the progress of the project. Developments will also be reported in the local newspapers. Materials will be shared with school districts which evidence an interest in the project.

PROGRESS TOWARD ADOPTION:

The second year of the project has provided numerous enriching and challenging experiences for the students and the teachers.

It is expected with a continuation with emphasis on political morality that materials will be generated and strategies developed to add a creative dimension to the teaching of the social studies.

Date completed or revised: 11/29/73	**Completed by:** Dr. B.G. Lauda	**Phone:** (412) 941-6251

Local Educational Agency **Address:** **Project Director**	Central Greene School District Waynesburg, Pa. 15370 Alberta R. Covert	**State Project Number** 71052

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Living Instruction For Ecology (Project LIFE)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	1/15/74	1/15/75	$6,821		$6,821
TOTAL					

Proposed Termination Date Jan. 1975 **Projected Funding Level for total project period** $6,821

TARGET POPULATION:

Students in grades K-8 of Central Greene School District will be involved in this project. These grades with a total enrollment of 2,078 compromise the total elementary population, an almost totally white, single ethnic group. The district is encompassed by a rural environment, compounded of primarily lower and middle class socio-economic families, and tradition oriented.

Approximately 90 professionals are assigned to the nine elementary schools in Central Greene, and all of this group will participate either directly, or indirectly in the program. High School teachers are encouraged to take advantage of programs to be offered within the project.

MAJOR OBJECTIVES:

The purpose of LIFE Outdoor Classrooms is the provision of vehicles for ecological integration with the sciences, the arts, human interests, and human reactions, with the gamut ranging from physical activities through the aesthetic, scientific, and philosophic. Emphasis will be placed on: What does this mean to me? What is man's place in the natural plan? How can I add to the dignity of mankind and to the conservation of the universe?

Of parallel importance will be an impetus toward inquiry and open classroom techniques.

Students will be expected:

1. Demonstrate and implement ecological skills
2. Demonstrate and implement ability to study/work independently
3. Demonstrate and implement awareness of human ecology and merit of interaction
4. Show understanding of integrated day and perform accordingly

Given experiences and involvement in LIFE outdoor classrooms teachers will:

1. Demonstrate perception of open classroom techniques
2. Demonstrate perception of "total living" as a curriculum need
3. Develop awareness of need for varied learning experiences
4. Develop awareness of needs for student involvement in all learning.

ACTIVITIES:

During the third year of Project LIFE all elementary teachers will continually be encouraged to implement ecology concepts in their classrooms, and a third teachers' workshop will be planned to include environmental concepts not yet included in the program. To date teacher workshops have included instruction in: 1) aquatic biology, 2) geology 3) music, 4) visual arts, 5) crafts, 6) social sciences, 7) teaching strategies, 8) creative writing, 9) creative dramatics, 10) archeology, 11) community studies. An attempt will be made to include, 1) industrial planning for Greene Co., 2) space implications for ecology, 3) oceanography in the next workshop.

Students at the focus schools will have the opportunity to attend a modified version of the teachers' workshop during June. Student guides will continue to serve visiting schools, and the Project LIFE Director and teachers will assist other schools in Central Greene now planning similar Outdoor LABS. Field trips for teaching concepts needing outside–school experiences, will continue. More camping experiences are also planned.

DISSEMINATION:

The community and others will continually be informed about Project LIFE activities via the news media, and the Director's Newsletter.

EVALUATION:

Cognitive gains will be measured by the individual classroom teachers, especially at the target schools. Self-evaluation forms will be used by the students and the Project LIFE personnel. Teachers and students will be asked periodically to give evaluations, suggestions, comments, and critiques.

Local Educational Agency School District of Philadelphia
Address: 21st at Parkway, Philadelphia Pa.
Project Director Lionel Lauer, Director Staff and Leadership Development

State Project Number 71053

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Leadership Development Through School Resources

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	2/1/72	5/31/73	$180,000.00	ESEA Title III	$180,000.00
Cont.	6/1/73	6/31/74	180,000.00	ESEA Title III	180,000.00
Cont.	7/1/74	6/31/75	108,000.00	ESEA Title III	108,000.00
TOTAL			$468,000.00		$468,000.00

Proposed Termination Date 6/31/75 **Projected Funding Level for total project period** $468,000.00

This project is concerned with one part of the "residency program," a comprehensive approach to staff and leadership development in the School District of Philadelphia. In its entirety, the residency program involves (1) strengthening of planned, effective educational programs in schools which serve as training sites; (2) provision of supervised residency experiences in such schools for selected principals and their key staff; (3) supportive services to help these newly-trained educational leaders plan and implement comparable programs in their own schools after the residency period. ESEA Title III funds are used for part of the first and third components; the proposal provides for additional staff, staff development time, and planning assistance in two of the training-site schools and for certain services to trainees. The other aspects of the program are supported through EPDA and general-fund sources.

TARGET POPULATION:

The two elementary schools where funds from this Title III project support model educational programs have a combined enrollment of 793 students in kindergarted through sixth grade. Both schools serve relatively low-income, predominantly working class, inner-city populations (some children of professional families attend one of the schools, which is near the University of Pennsylvania campus). The racial composition of enrollments in the schools is respectively 86% black, 15% white and 27% black, 62% Spanish-speaking white, 11% other white. The total instructional staffs in both schools – a total of 38 teachers – are directly involved in the project.

The target population of the total residency program consists of the principal, staff and students of eight or more "client schools" each year – elementary schools where significant changes are introduced and disseminated in the attempt to increase pupil achievement.

MAJOR OBJECTIVES:

Objectives for the site schools have been set in the context of the objectives of the total leadership development/residency program. Site school objectives may be summarized as follows:

1. *pupil objectives* – increase communication and problem-solving skills; develop any other pupil capacities defined as important by the site's educational model.
2. *staff objectives* – define the educational model; develop and carry out strategies for model implementation; develop the capacity to teach pertinent elements of the model to peers.
3. *objectives for organizational structure* – define roles of principal and teachers; provide means for regular model assessment; provide time and resources for model improvement; create appropriate structure for training staff from other schools.

Project Title: Leadership Development Through School Resources

State Project Number 71053

ACTIVITIES:

In preparing schools to serve as residency sites the following activities have been involved: development of a research design; recruitment and selection of supplementary personnel; selection, adaptation, and development of planned curricula; specification of the educational model (including roles and organizational structure); and staff development.

The educational programs of both site schools supported by Title III funds reflect a common basis in the theories of Bruner and of Piaget, and a shared emphasis on the activity-centered day and the discovery approach; but each has its particular organizing principle or curriculum focus. At Powel School, mastery of fundamental concepts applicable to all basic skills is fostered through the use of Madison Project mathematics. At Miller School, the Learning Dimensions Program employs a Piagetian approach to the stimulation of mental development; creative arts are stressed.

EVALUATION DESIGN:

Evaluation is being performed by an educational researcher experienced in the planning of educational programs. The basic research design provides for assessment of project success with respect to all of the stated objectives, and in turn with respect to overall program goals. Evaluation is longitudinal and cross-sectional; it employs standardized test measures, specially constructed test instruments, and case-history techniques.

FINDINGS TO DATE:

Both Miller and Powel have met all site-school objectives for which data are available. Residency training has been or is now being provided for 45 teachers from twelve client schools, and their principals. At least 39 additional teachers in these schools have been introduced to new methods and approaches as a result of the program.

DISSEMINATION PLAN:

The basic purpose of the program is to support principals' efforts to introduce effective educational programs in their schools; it is a program *of* dissemination. As the network of residency sites expands, it is hoped that all principals will ultimately have a chance to apply for leadership development training through the residency program. Basic data on the operations and objectives of the program are, in addition, being made widely available by dissemination of reserach papers and brochures and preparation of videotape and slide-tape programs.

PROGRESS TOWARD ADOPTION:

The School District is making every effort to continue training activities on the residency model after the expiration of Title III funding. Several program positions formerly supported by federal funds have been included in the 1974-75 proposed operating budget.

Date completed or revised: 5/1/74

Completed by: Lionel Lauer

Phone: 215-WA 3-9650

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	21st & Parkway, Phila., Pa. 19103	71054
Project Director	Mr. Daniel Falco	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Students Concerned With Public Health

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	4/1/72	3/31/73	$26,316.00	1972	$26,316.00
Cont.	3/1/73	5/31/74	29,500	1973	29,500
Cont.	6/1/74	5/31/75	17,700.00	1974	
TOTAL			$73,516		$55,816

Proposed Termination Date 5-31-75

Projected Funding Level for total project period $73,516.00

TARGET POPULATION:

The project involves two levels of student participation: a training level (3-74 through 5-74) and an intervention level (6-74 through 5-75). The training phase of the project will involve the direct participation of 80 students, of which approximately 60% are negro and 40% are caucasian. The socio-economic status of the families in the attendance areas ranges from lower to middle class. The students are in grades 9 through twelve. The implementation phase of the project will serve approximately 7,000 students of the same racial and socio-economic proportions as the training phase.

There are presently 20 teachers participating in the training phase of the project. 15 parents are participating on a voluntary basis. The cooperation of 4 school administrators from the participating schools is continuing.

The feeder elementary and junior high schools in the community surrounding the two involved high schools will be indirectly affected by the project. The parochial schools in the districts of the two high schools will also be involved in the implementation phase of the project.

MAJOR OBJECTIVES:

The major objectives of the project are related to the preparation and operation of an on-going public health program for each of the two high schools and their surrounding communities. Specifically, they are:

1. To equip students with the requisite skills for creating an effective public health program in their respective schools.
2. To have these students operate this program on a continuing basis in their school, while offering consultation and direction to the other schools in their community.
3. To help all school personnel and community representatives to better appreciate the problems of drug abuse, venereal disease, alcohol abuse, and smoking that face adolescents today. To help equip these staff and student participants to intervene in behalf of youngsters suffering as a result of these public health problems.

ACTIVITIES:

Project activities during the current year have focused upon the training of students and teachers to be effective public health interventionists in their schools. Training is related to program design, outside referral, crisis intervention, information dissemination and research in the various public health areas. Training is conducted in workshops and by field trips centered around treatment and outreach facilities for drug abuse, slcohol abuse and venereal disease problems. Experts from these

Project Title: Students Concerned With Public Health	**State Project Number** 71054

fields conduct the workshops in an atmosphere of involvement and experience. Students and teachers must demonstrate appropriate and facilitative attitudes and behaviors in a group setting. An exchange of personnel with other schools and school districts is carried out with the purpose of exchanging ideas and relating both positive and negative experiences.

Projected activities for the next year will be centered around the operation of the public health program in the school. The students who have completed training will be responsible for planning and implementing this program. Faculty and parents who have completed the training procedure will serve as advisors and resource personnel to the program.

EVALUATION DESIGN:

Student and teacher attitudes and information related to the various aspects of public health will be measured on a pre-post basis. The effect of the workshop activities upon the attitudes and information of the participants will be assessed throughout the training phase. The school district's office of research and evaluation will prepare a checklist documenting activities of the project during the implementation phase. In general, process evaluation will be stressed during this period. Product evaluations will assume importance during the later stages.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Primary dissemination acitivities have utilized multi-disciplinary conferences with school, city and community agencies and organizations. Articles in student periodicals and faculty meetings have served to disseminate information about the project in the participating schools. Presentations are made at the city's regular primary prevention forums.

PROGRESS TOWARD ADOPTION:

Workshop training activities have generated widespread interest throughout the schools and the community. Students and teachers are becoming acquainted with latest research findings and the most recent developments in the field of public health. Information and skills necessary for the design and operation of an effective program are being imparted at this time.

Date completed or revised: 4-1-74	**Completed by:** Daniel Falco, Elliot L. Atkins	**Phone:** 215-448-3581

Local Educational Agency	School District of Philadelphia	**State Project Number**	71055
Address:	21st Street and the Parkway, Philadelphia, pa. 19103		
Project Director	Dr. Oliver Lancaster		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Tioga/Gratz Specialized Learning Center

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/72	3/31/73	$92,114.00	1972	$92,114.00
Cont.	6/1/73	5/31/74	100,000.00	1973	100,000.00
Cont.	6/1/74	5/31/75	60,000.00	1974	60,000.00
TOTAL			$252,114.00		$252,114.00

Proposed Termination Date 3/31/75

Projected Funding Level for total project period $252,114.00

TARGET POPULATION:

The program serves disruptive students in grades 10, 11, and 12 who because of aggressive behavior, have not acquired high proficiency in the basic skills and who have a low probability of completing high school and obtaining meaningful occupational careers.

MAJOR OBJECTIVES:

The general goal of the project is to provide each disruptive student with an opportunity to search out, identify with, and develop an applicable rationale which will help him adjust to the educational mainstream. Specifically:

1. To assist each student in becoming aware of what the impact of disruptive behavior has on the individual, the school, and the community.
2. To assist each student in developing more constructive and practical ways to channel his aggressive behavior.
3. To improve each student's development and performance in basic skills.
4. To help each student develop a saleable skill and explore a variety of job opportunities.

ACTIVITIES:

An innovative curriculum which integrates academic subjects, community experiences, on job-site activities, and social behavior training has been developed. These units are designed to assist the student to see value (1) in school learning, (2) in choosing a vocation or occupation, and (3) in completing high school.

Exposure to job training programs is directed toward the improvement of the student's knowledge about the world-of-work and the development of saleable skills.

Participation in community activities and the established community based programs of the Tioga Community Youth Council, (TCYC), provides the students with constructive ways to vent their energies.

EVALUATION DESIGN:

Repeated measures of attitudes, behavior ratings, standardized and curriculum-embedded tests are to be used to assess growth of the student, along affective and cognitive dimensions. Anecdotal data will be summarized and presented using descriptive techniques.

Project Title: Tioga/Gratz Specialized Learning Center

State Project Number 71055

FINDINGS TO DATE:

Attendance has increased by approximately 50% in comparison to attendance records in traditional school settings; the monthly attendance rate at the project is 80-85%. Academic improvement, and interest in learning, are both evident. Attitudinal changes are marked, as observed by how the students are conducting themselves in the Center. Neatness, courtesy, softened language, are examples of positive growth, increased maturity and evolving sense of self-worth.

PROGRESS TOWARD ADOPTION:

The Tioga/Gratz Learning Center represents one alternative educational project of some 70 individual projects operating in and out of schools throughout the School District. Combined, these make up the Alternative Program in Philadelphia, implemented in 1972 by the Superintendent of Schools. It is hoped that those alternatives which prove successful will be replicated in other schools locally as well as outside the City.

DISSEMINATION PLANS:

Dissemination plans consist of three vehicles; student newspaper, parental and community meetings, and the publications of the participating agencies.

Date completed or revised: 5/1/74

Completed by: Donald Summons

Phone: BA 3-4205

Local Educational Agency Mars Area School District
Address: Box 369, Mars, Pennsylvania 16046
Project Director Charles Battaglini

State Project Number
71056

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Multiple Image and Sound Motivational Environments

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/72	1/14/73	23,000.00	1972	23,000.00
Cont.	1/15/73	1/14/74	23,066.34	1973	23,066.34
Cont.	1/15/74	1/14/75	14,500.00	1974	14,500.00
TOTAL			60,566.34		60,566.34

Proposed Termination Date 1/14/75

Projected Funding Level for total project period 60,566.34

TARGET POPULATION:

Students in grades 1, 2, 3, 4 and 5 of the Mars Elementary School and students in grades 6, 7 and 8 of the Mars Area Middle School are the target population of this project. Enrollment for the current year (1974-75) for the two schools is 894 students, of which 99.84% are Caucasian and.16% are Negro. The The socio-economic status of the families in the attendance area are primarily of middle class composition. There are presently 38 professional staff members assigned to the two schools including two full-time administrators. The community is semi-rural with some small industry and has a population of 9,500. The school district has an enrollment of 2,464 students, with a total professional staff of 122 dispersed among three elementary schools, one middle school, and one senior high school. In addition, a K-8 nonpublic school serving 300 students is located in the community.

MAJOR OBJECTIVES:

The general objective of the project has been to develop and present a series of multiple image and sound "motivational environments" for the students of the Mars Elementary School, the Mars Area Middle School, and the University School, Indiana University of Pennsylvania. The environments are providing nonverbal motivations through the use of conventional hardware and both commercial and original software. First grade through middle school age are also developing their own media software. Through a series of pre- and in-service training programs the teachers have prepared materials for and have developed the skills necessary to feel comfortable in operating a variety of media hardware, have planned and created their own environments and are planning with their students for new uses of these environments.

ACTIVITIES:

Project activities during the first year were focused on the basic developments of the program. The children had been involved as observer-participants. In the second and third year they became familiar with the skills necessary to develop and construct their own multiple-image and sound environments. The director, assistant director and/or technical consultant's activities have been to design and collect motivational materials (i.e., sounds, photos, etc.) for the development of new motivations. These activities included the designing of new surfaces on which to project images as well as ways to break the projected images with newly discovered devices and methods. Technical experiments of many kinds were explored during the three years. Group in-service workshops as well as one-to-one instruction sessions were presented in order to ease the entrance into the beginning activities. In conference, the needs of the individual classroom teachers were discussed in order to develop motivational activities that will coincide with normal classroom activities.

Project Title: Multiple Image and Sound Motivational Environments	**State Project Number** 71056

EVALUATION DESIGN:

The evaluation methodology is being developed through the director and the teachers. Initially, a temporary trial evaluation form was introduced which was based on comments and reactions from the elementary classrooms as well as several research and reference sources. Each teacher uses this form at the completion of a motivational presentation. At the June, 1972, workshop it was decided by the teachers and the director that these forms will remain with the teachers so that they are accessible for later reference and added reactions. In addition, new evaluative methods were developed to test affective learning: i.e., parents' check lists, anecdotal records, solicited student reactions, variety of response data.

FINDINGS TO DATE:

The motivational environment presentations have been met with enthusiasm by both teachers and students. The teachers have handled the technical equipment successfully and with ease and are able to adapt the presentation to a variety of related classroom activities. In the areas of creative movement, art, and creative writing the children have responded enthusiastically with involved follow-up activities. Data compiled from a student questionnaire shows that more than 90% in each group questioned are enthusiastic about the program as a learning process and are learning "in a new way" from it.

DISSEMINATION PLAN:

Extensive dissemination activities have been carried out as originally outlined. Lecture-demonstrations have been presented to State and National Education Conferences, undergraduate and graduate courses in the Art and Elementary Education departments, students taking Audio-Visual Education courses, in-service programs and Intermediate Units. Publicity releases have appeared in the Pittsburgh, Altoona, Butler, Johnstown, and Indiana newspapers as well as in several IUP campus organizations. Eight introductory packages of 80 slides with cassette taped narrative explaining the project have been prepared and are being circulated regularly. Two new trays of 80 slides each have been compiled which visually record the activities of students at a variety of age and achievement levels. A tray has been assembled entirely on the Mars Program by the program teachers there. Magazine articles have been published in two national journals (*Art Teacher,* NAEA; Visual Literacy) and in the Pennsylvania Journal for Physical Education, Health and Recreation. The Fine Arts Bureau of the PDE has selected the project for presentation as a component part of the Arts in Basic Education In-Service Program.

PROGRESS TOWARD ADOPTION:

The Mars School District administration has cooperated by extending the program, at its own expense into an additional elementary school and is also providing AV hardware for the expansion of the project at the Middle School. New teachers are joining the program regularly (56% increase). The administration of the Mars School District has further recognized and promoted the program and its related concepts by encouraging and allowing team teaching and planning situations and more innovative procedures in the school curriculum. The program teachers, in this third year, have become self-appointed leaders and have been active in publically presenting the program to other faculty at Mars as well as at educational meetings and conferences in the area. At the end of this third year of funding there is a strong feeling of confidence toward the continuance of the program's philosophies and methods.

Date completed or revised: 12/6/74	**Completed by:** Charles Battaglini	**Phone:** 412-357-2434

Local Educational Agency School District of the City of Allentown
Address: 31 South Penn St., Allentown, Pa. 18105
Project Director Dorothy E. Filer

State Project Number 71057H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Triangle for Special Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/31/73	$45,000.00	1973	$45,000.00
Cont.	9/1/73	8/31/74	35,000.00	1974	35,000.00
Cont.	9/1/74	8/31/75	25,000.00	1975	25,000.00
TOTAL					

Proposed Termination Date 8/31/75

Projected Funding Level for total project period $105,000.00

TARGET POPULATION:

Students in the special education classes or students who are potential members of such classes in the Allentown School District are the target population of the project. Enrollments in the special education classes for the current year (1973-1974) are 483 in the public schools and 16 in the parochial schools.

There are 39 teachers of special education in the district. There are also three full-time psychologists and 3 part-time psychologists on the district staff. They provide testing and counseling services for the special education program. The Director of Pupil Services in the school district directs the work of the teachers, psychologists, and the other personnel in this department.

There are approximately 17,800 pupils enrolled in the school district with approximately 838 teachers on the staff. There are two high schools, four junior high schools, and twenty-one elementary schools in the district. The parochial school system includes six elementary schools (1-8) and one four year high school. The population of the City of Allentown is 110,000.

MAJOR OBJECTIVES:

1. To provide an improved system for identifying a wide variety of instructional materials and equipment available to the teacher for implementing prescriptive educational programs for handicapped children.
2. To implement a systematic approach in order to revise and develop new psycho-educational assessment and reporting procedures that will assist the teacher to select instructional materials and methods that are uniquely suited for prescriptive educational programming for a handicapped child with certain learning characteristics.
3. To provide in-service training for special education teaching, administrative and supportive personnel in order to develop and implement the above two components in the district through the use of the NLRC/P diagnostic-prescriptive instructional data bank.

ACTIVITIES:

1. Inventory of available instructional materials and equipment for teachers of the handicapped in target schools.
2. School psychologists and master itinerant teachers – the special education specialist team – complete a comprehensive psycho-educational evaluation using accepted

Project Title: Project Triangle for Special Education	**State Project Number** 71057H

psychoeducational assessment techniques as well as informal diagnostic teaching techniques.

3. Specific learning objectives are outlined as indicated by diagnostic evaluation results.
4. The master itinerant teacher meets with teachers, parents and other school personnel, both prior to and after the evaluation.
5. Specific tests or tasks are selected to be used as measures for mastery of the learning objectives agreed upon.
6. The master teacher and special class and/or resource room teacher selects from materials available those best meeting the individual child's needs.
7. The teacher implementing the presecription will keep careful records concerning the effectiveness of various prescriptive components for each student.
8. Consultation with teachers of handicapped children in special and regular classes in continued for the purpose of on-going support and monitoring of the child's progress.

EVALUATION DESIGN:

A. *Internal Evaluation*
   1. School records, traditional achievement evaluations and questionnaires will be used to determine the value of the various components of the project.
   2. The procedures for managing the identification and location of instructional materials available to the teacher of handicapped children in the target school will be evaluated through a questionnaire concerning effectiveness and accuracy of information obtained.
   3. Frequency of use of the NLRC/P Special Education Resources – Location, Analysis and Retrieval System (SER-LARS) by special education resource room teachers, master itinerant teachers, and school psychologists will be recorded and questionnaires will be used to evaluate the adequacy of information provided.

B. *External Evaluation*
   1. On-site evaluation will be conducted under the coordination of the NLRC/P in conjunction with the Allentown public schools.
   2. Other external evaluations will be carried out on an informal basis through visits of staff members of the Division of Special Education.

FINDINGS TO DATE:

1. Evaluative questionnaires obtained from each teacher served concerning the effectivenss of information used in prescriptive programs and was viewed positive.
2. Criterion tests were used for measuring mastery of each learning objective attempted to be taught and teacher judgment of other prescriptive components recommended by staff in the key target schools involved in the resource room program.

DISSEMINATION PLAN:

Beginning with one target school the project has provided a demonstration and training facility where special education administrative personnel and teachers within the district and Intermediate Unit observed the use of various coordination procedures, strategies and personnel for teaching handicapped children on a local level.

PROGRESS TOWARD ADOPTION:

The revision and expansion of the District's resource rooms and itinerant teaching programs for the 1975 school year.

The continuation of materials and equipment inventory procedures in target special education classes.

Continue identification, collection and organization of new learning objectives imbedded in the special education curriculum as they are utilized by resource personnel.

The conducting of In-service Training workshops (concerning the two major objectives of the project) will continue with special education teachers, administrators and support staff.

The submission of diagnostic-prescriptive data into the SER-LAR system and the extensive use of resource information provided.

Date completed or revised: 6/28/74	**Completed by:** Dorothy E. Filer	**Phone:** 215–435–7401

Local Educational Agency	Wyomissing Area School District	**State Project Number**	72001
Address:	Girard & Evans Avenues, Wyomissing, Pa. 19610		
Project Director	Mr. John J. Love		

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Wyomissing Area Middle School

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		3/1/72	3/31/73	$125,000.00	1972	$125,000.00
		4/1/73	3/31/74	89,100.00	1973	89,100.00
		4/1/74	3/31/75	50,000.00	1974	50,000.00
TOTAL						$264,100.00

Proposed Termination Date 6/30/74 **Projected Funding Level for total project period** $264,100.00

TARGET POPULATION:

Students in grades 6, 7 and 8 of the Wyomissing Area Middle School are the main target population of this, but students in the elementary and high school are also involved because of increased articulation emphasis. The Middle School enrollment is approximately 525 students. There are approximately 360 elementary students and 700 high school students who are being affected by the articulation program to a progressively greater degree. The socioeconomic status of the families in the attendance area is primarily of middle-class composition.

There are presently 30 professional staff members assigned to the school including two full-time administrators. There are approximately 45 high school and 30 elementary teachers who are becoming increasingly involved in the articulation phase of the program.

The community, composed of about 11,500 citizens, is suburban and residential in nature with some light industry present. The school district has an enrollment of 2000 students, with a total professional staff of 120 dispersed among 3 elementary schools, 1 middle school, and 1 senior high school. In addition, a K-8 non-public school serving 750 students is located in the community and involved in the project.

MAJOR OBJECTIVES:

The general objective of the project is to provide a staff development program which will prepare traditionally oriented teachers and administrators to effectively teach and administer a Middle School program. This Middle School will emphasize the humanization of education for emerging adolescents, Child-experience activities and "open concept" thinking even though implemented in an older traditional structure. The elementary and high schools will also emphasize similar goals. In behavioral terms, the objectives of the project are as follows:

1. To provide intensive Staff Development work for traditionally oriented teachers, administrators and students beginning in the Spring of 1972.
2. To provide teachers, administrators, and students an opportunity to develop a curriculum which emphasizes the humanization of education, effective thinking and the child-centered approach to the emerging adolescents in the Middle School.
3. To provide teachers, administrators, and students an opportunity to develop effective "open concept" techniques and methodologies in an existing traditional structure.
4. To provide teachers and administrators an opportunity to develop and utilize effectively:
    a) learning resource centers
    b) large, small and medium group instructional techniques
    c) language arts emphasis in content areas

d) peer group and team teaching techniques
e) instructional materials ideas
f) continuous progress and multi-age grouping ideas
g) various individualized techniques such as contract learning, individual learning units and "learning packages."
h) various independent study techniques
i) elective programs
j) student experience programs in the various disciplines.

ACTIVITIES:

Project activities will still center around implementing "open school" learning strategy but they are being extended into both the elementary and high schools. The activities concerning Middle School teachers will be basically the same as the previous year, but the activities involving elementary and high school teachers will concentrate on in-service programs where the various objectives mentioned above will be developed.

During the in-service program students in the elementary, middle and high schools will "try" the learning contracts, independent study methods, learning resource centers and any other programs developed by the teachers. This unique position of the summer activities program which greatly involves students working in conjunction with teachers is an important part of the project, all later phases of the activities involve teachers, administrators, and students working together closely in order to test and evaluate the new approaches.

A central aspect of the activities program involves the Millersville State College summer program and also their graduate course taught during the academic year. Millersville's concentration will extend not only to the Middle School as was the previous case, but also to the elementary and high schools. It is important to note that Millersville provides a coordinator for the entire program.

EVALUATION DESIGN:

Cognitive achievement will be measured by standardized tests in basic skills areas. Affective results will be measured by attitudinal surveys. Informal evaluation will involve meetings of students, teachers, and community members.

FINDINGS TO DATE:

There are few statistically significant gains in subject matter areas, but evidence of gains in student attitudes are plentiful.

DISSEMINATION PLANS:

Dissemination plans include tape-slide presentations, local newspaper coverage, district-wide newsletter coverage and full use of all P.D.E. avenues of distribution.

Date completed or revised: 1/31/74 **Completed by:** Mr. John J. Love **Phone:** 215 - 374-4934

Local Educational Agency	Huntingdon Area School District	State Project Number	
Address:	723 Portland Avenue, Huntingdon, Pennsylvania 16652	72002	
Project Director	Mr. John E. Binney		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Development – Non-Graded Activity-Oriented Curriculum

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In app.	4/15/72	4/14/73	25,000	1972	$25,000
Cont.	4/15/73	4/14/74	15,278	1973	15,278
Cont.	4/15/74	4/14/75	7,639	1974	7,639
TOTAL					

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $47,917

TARGET POPULATION:

The target area for this project is the area served by the Brady-Henderson-Mill Creek Elementary School, one of six elementary schools in the Huntingdon Area School District. The area served is rural in nature. The total school population K through 5 is 226 students. The school population is predominantly white Caucasian with only four Negro students enrolled in the school. The socio-economic status of the families in the attendance area is primarily in the area from low to lower middle class. This school is recognized as an ESEA Title I target area. There are ten fulltime, professional staff members and five paraprofessional staff members assigned to the project. There is no building principal; one of the fulltime teachers serves as head teacher. The Elementary Supervisor and the Project Director will be directly involved in all phases of the project.

MAJOR OBJECTIVES:

1. Each child will be individually involved in a non-graded-continuous-pupil progress program that is activity-interest oriented.
2. Each child will assume some responsibility for his own learning and will be encouraged to investigate problems that he is interested in and make decisions commensurate with his maturity and ability.
3. To provide a climate for learning which will stimulate a child to want to come to school and learn. This is to be facilitated by developing a curriculum which is highly activity oriented. Children will receive instruction in Language Arts, Math, Science, and Social Studies as part of a central theme.

ACTIVITIES:

1. For the third year, a seven day summer workshop is planned involving all staff members.
2. During the summer workshop and the scheduled meetings throughout the year, the teachers will develop phase III themes of the non-graded-activity-interest curriculum. These are outlined in the curriculum guide that was developed during the first year's planning.
3. The staff will continue to look for schools where a similar type of program might be in operation.
4. An outside consultant has been employed to help evaluate the project to date.

Project Title: Development – Non-Graded Activity-Oriented Curriculum

State Project Number 72002

EVALUATION DESIGN:

1. Questionnaires have been sent to parents, teachers, and children to solicit their responses to date. The returns overwhelmingly indicate that the parents, students, and staff are highly pleased with project to date. Biggest change is noted in the changed attitude toward school – very positive. This type of evaluation will continue into the second year.
2. Reading and Math tests have been administered to all children at the beginning of the second year of the program. The standardized tests will show the amount of growth made by each child during one full year in the program.
3. There will be an on-the-spot evaluation conducted by the Evaluation team from Harrisburg.
4. An outside consultant has been employed to conduct the following evaluation:
    a. Compare children at a certain grade level in Brady at the present time with a class that was here 4 years ago in the areas of Reading and Math.
    b. Compare children in Brady in 3rd grade with a third grade in another school in the areas of Reading and Math.
    c. Administer attitudinal survey test to children at Brady.
    d. All children in school were tested at the beginning of the year with a standardized Reading and Math test. These children will be tested at the end of the year so that we can see the growth of each child in Reading and Math.
5. We are planning to examine the percent of absenteesim this year with the percentage we had two years ago.

FINDINGS TO DATE:

1. Attitudes of children have changed so that they now want to attend school.
2. Parents have continued to display a very supportive attitude of the program.
3. Teachers are highly enthusiastic.

Date completed or revised: 2/9/73 **Completed by:** Henry J. Stoudt **Phone:** (814) 643-4140

Local Educational Agency **Address:** **Project Director**	Waynesboro Area School District P.O. Box 72, Waynesboro, PA 17268	**State Project Number** 72003

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Instructional Improvement Through Self-Analysis

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	7-1-74	6-30-75	$5,698.00	1974	$5,698.00
TOTAL					

Proposed Termination Date 6-30-75 **Projected Funding Level for total project period** ______

A total of 30 teachers will be participating in the 1974-1975 courses and the number of participants are listed below:

Fall Course	
Early Childhood	4
Minicourse #1	7
Flanders Interaction Analysis	1
Spring Course	
Graduate Seminar in Teaching Strategies	11
Flanders Interaction Analysis	7

We are in the process of expanding dissemination of the project through in-house instruments and through faculty meetings. The concepts learned by teachers who attended these courses will be used to provide input in planning the instructional program and the staff assignments to a school presently in the planning stages.

Our evaluations by the Department of Education have been particularly encouraging. In those areas of the department's instrument which coincide with the objectives of the Waynesboro Area School District's program, the evaluation team has observed and reported excellent results.

In the March 4, 1974 evaluation, the team reports a "5" in "meeting the needs of the staff," "the extent to which teachers are receiving professional training on new approaches to teaching," and "the extent to which the project has stimulated professional personnel to investigate and institute desirable changes in the regular educational programs."

The team also reports a "5" in measuring the extent to which "the project provided evidence of observable behavioral changes in student actions," and the extent to which the project has "provided freedom for students and teachers to function in an atmosphere of freedom and experimentation."

The recommendations from the team are:

1. that the "consultant discuss with teachers in a general way of how they can improve and move to a higher level of competency"
   a. In our opinion this is being done but not in the traditional "teacher-student" concept. The improvement takes place internally with the teachers self-evaluation and the peer – discussion that occurs in the seminars which follow tape display.

Project Title: Instructional Improvement Through Self-Analysis	**State Project Number** 72003

2. that the dissemination function could improve by:
   a. In-service meetings in the district where the program is discussed by panels of participants
      (1) This was done at a March 15 in-service meeting. Teachers responded enthusiastically
   b. Comments from participants be included in newsletters and other in-house instruments
      (2) This will be done.

We have also included copies of our project evaluation instruments which attempt to measure change in our participants. The change desired seems to be taking place.

Date completed or revised: 1-27-75	**Completed by:** John L. Grogan	**Phone:** 717-762-1194

Local Educational Agency Upper Dauphin Area School District
Address: R.R., Lykens, Pa. 17048
Project Director Irwin R. Klinger

State Project Number 72004

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

DESE-849 (4/71)

Title of Project: Elementary and Middle School Staff Development

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. Aoo.	4/1/72	6/30/73	$ 28,950.00	1972	$28,950.00
Cont.	7/1/73	6/30/74	13,882.00	1973	13,882.00
Cont.	7/4/74	6/30/75	4,666.00	1974	4,666.00
TOTAL			$47,492.00		$47,492.00

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $47,492.00

TARGET POPULATION:

The target population with respect to students for the third year of the Title III funding included grades K-8 in the Upper Dauphin Area School District. At present 100 percent of the 1,372 children are Caucasian, for the most part, these children can be classified as rural and the majority fall within the lower middle economic group. This pupil population attends four (4) public elementary school, grades K-4, and one (1) middle school, grades 5-8.

MAJOR OBJECTIVES:

The major objective of the third year project is to give advance training to a select group of elementary and middle school teachers in the open-classroom concept. These teachers will in turn become leaders in assisting other teachers in implementing ideas and concepts in relation to open-classroom education in their own classrooms. This will be done in the following steps:

1. A group of ten (10) select teachers, five (5) from the elementary schools and five (5) from the middle school, will attend an advance training session for one week at the Millersville State College Lab School. They will be selected on the basis of their background in the open-classroom concept and having participated in the first or second year Title III program Summer Happening.
2. These ten (10) teachers will then engage in four (4) days of planning in the district, constructing learning centers, learning stations, packets and contracts, and devising plans for implementing the new ideas and concepts in the classroom.
3. The above mentioned ten (10) teachers will be responsible not only for implementing the new ideas and concepts in their own classrooms, but also for conducting workshops in the district and assisting other teachers in implementing the new ideas and concepts in their classrooms.
4. Evaluation, program revision and research will be an ongoing process.

ACTIVITIES:

The activities indicated under the major objectives offer promise that the resultant regular school program during the following years, in the elementary and middle schools, will be greatly enriched in being child-centered, based on the individual needs and interests of the children. These activities constitute a major step toward humanizing and individualizing instruction in our schools. They represent an important move toward elimination of the lock-step system in which too many of our children have been required to function.

Project Title: Elementary and Middle School Staff Development

State Project Number 72004

EVALUATION DESIGN:

Program evaluation will not use specific instruments. Evaluations will not necessarily be of an immediate nature. Some of the procedures will include:

1. A study to determine the use of the new ideas and concepts by teachers in their classrooms.
2. Careful observation to determine the change in attitudes in children as a result of new ideas and concepts.
3. Achievement tests will eventually give a basis of comparison with groups under the traditional methods in the past.

FINDINGS TO DATE:

There have been obvious departures in both elementary and middle schools from the more rigid traditional program to the more flexible new program in which learning is made more meaningful and enjoyable to the child. This transition has been smooth. The results will be even more discernable as more and more teachers become involved in the new ideas and concepts.

DISSEMINATION PLAN:

School activities are regularly reported in three local weekly newspapers and we are planning to add a daily Harrisburg paper to this list.

The school district publishes a monthly Newsletter which is available to all students and parents.

Board members and the professional staff in both formal and casual contacts will discuss the mertis of the program as they have in the past.

PROGRESS TOWARD ADOPTION:

The program has progressed as planned to date.

Date completed or revised: 3/18/74

Completed by: Irwin R. Klinger

Phone: 717 - 362-8134

Local Educational Agency Eastern Lebanon County School District
Address: R.D. #2, Myerstown, Pa. 17067
Project Director Franklin K. Bergman

State Project Number 72005

DEBE-849 (4/71) **ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA**

Title of Project: Involvement for Action

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In-App.	4/15/72	4/14/73	$15,000.00	1972	$15,000.00
Cont.	5/15/73	5/14/74	14,054.00	1973	14,054.00
Cont.	6/15/74	6/14/75	3,027.00	1974	3,027.00
TOTAL			$32,081.00		$32,081.00

Proposed Termination Date 6/14/75 **Projected Funding Level for total project period** $32,081.00

REVISED ABSTRACT OF TITLE III PROGRAM

TARGET POPULATION:

Approximately 500 seventh and eighth grade students are the ultimate target for this project. The Arts Team, comprised of two Art teachers, two Home Living teachers, two Industrial Arts teachers, and one Music teacher will be involved in this summer project. The entire seventh and eigth grade population will be included in the regular school term program.

MAJOR OBJECTIVES:

1. To organize the arts team into a unified working body with common goals.
2. To develop an arts program geared to meet the interests of students.
3. To develop materials, activities and strategies that will promote the development of basic skills in the arts area.
4. To develop a program that will foster the understanding and appreciation of the local cultural heritage.

ACTIVITIES:

Seven teachers comprising the arts team will participate in a three week summer workshop planning strategies and developing instructional materials and activities for a unified arts program.

It is the purpose of the project to involve as many areas of study as possible in the program. Particularly Language Arts, Social Studies and the German Language.

The results will be put to use with students in the regular school term to follow.

EVALUATION DESIGN:

Evaluation will be accomplished by: 1) student evaluation of the on-going program and 2) arts team efforts will be evaluated by experienced team teachers to determine the effectiveness and weaknesses of the team and program.

FINDINGS TO DATE:

First year –

1. Although qualitatively and quantitatively inadequate, the materials produced encouraged continuation of open team teaching and use of multi-media.

2. Student participation in preparation of assignments should be part of the regular school program.
3. Teacher effectiveness within the team is enhanced by designing strategies that make use of his or her unique strengths.

Second year –

1. Provision of more adequate team teaching strategies and materials as a follow-up of the first year has produced a successful grade six team teaching program.
2. Increasing interest in teaming resulted in the concept of a unified arts program in which educational strategies would afford a flexible co-educational arts program around a central theme.

DISSEMINATION:

The school will continue to provide its many visitors with any information requested. The Middle School principal has and will continue to present in-service programs to other schools within reasonable limitations.

Records of our progress will be available upon request.

PROGRESS TOWARDS ADOPTION:

Experiences of the first two years have resulted in the adoption of the procedures by the schools.

The design of this third year is a result of that success and is an attempt to bring the arts into an integral part of the school program.

Local Educational Agency	Northeast Bradford School District	**State Project Number**	
Address:	R.D. 1, Rome, Pennsylvania 18837		72006
Project Director	Mr. Frederick O. Dinse, Jr.		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A. B. C. D.
Activity Based Curriculum Development

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/1/72	5/31/73	21,500	1972	21,500.00
Cont.	6/1/73	5/31/74	17,270	1973	17,270.00
Cont.	6/1/74	5/31/75	8,635	1974	8,635.00
TOTAL			47,405		47,405.00

Proposed Termination Date 5/31/75

Projected Funding Level for total project period $47,405.00

TARGET POPULATION:

Students in grades kindergarten to 6 of the Northeast Bradford District are the target population of this project. Enrollment for 1974-75 is expected to approximate 700, all of whom are Caucasian. The Socio-economic status is low income and middle-low income. Approximately 40% of the total enrollment are members of families receiving some form of assistance. The community is rural with a total population of 4,000, according to the 1970 census.

The professional staff consists of 3 administrators and 68 teachers for the 1974-75 term plus [illegible] paraprofessionals. Our entire student population is housed in an elementary building and a junior-senior high school which are located on a campus-type setting, permitting sharing of staff and facilities.

MAJOR OBJECTIVES:

It is our belief that we need to explore other avenues and approaches to the teaching-learning processes than just the traditional classroom methods. We can enrich the learning experience and raise the motivational level and retention results through more active pupil participation in the experiences, particularly if they occur in a less formal setting. We hope to achieve this through the following objectives:

1. Changed approach in teaching methods from formal, structured classroom to cooperative planning approach involving students as well as the teacher.
2. Greater awareness of value utilizing available school facilities other than the classroom, such as the school owned farm and recreational areas in developing curriculum innovativeness.
3. Provide opportunities for students, teaching staff, and parents to become actively involved in local environmental problems and ways of solving them.
4. Inservice training of professional staff to enable them to understand and utilize new techniques.
5. Prepare guidelines and sources of reference for future use of staff.
6. Using science as the curriculum vehicle, demonstrate to teachers in other disciplines that you can reach students, perhaps more effectively, through methods other than the classroom approach.

Project Title:	A.B.C.D. Activity Based Curriculum Development	**State Project Number** 72006

ACTIVITIES:

Our basic objective is to develop a more activity-oriented curriculum which is cooperatively developed by teachers and students with the aid of a curriculum co-ordinator and consultants available to us. We plan to develop a series of units involving most elementary and junior high students and teachers through active participation in planning and carrying out activities. Using science as the initial subject area, we hope to demonstrate to teachers of other disciplines as well that more effective methods of reaching and involving students can be utilized to diversify and enrich the curriculum at any level.

Our learning laboratory includes the school district's own outside areas. We are branching out to the local community, county area, and adjacent state resources. We will continue to use persons who can make a contribution to learning experiences because of their occupational background, travel experiences, ethnic or social background, and try to incorporate these into an enriching approach to curriculum improvement.

We are building a resource file of unit outlines and source materials which will be preserved in a reference library for professional and community use.

EVALUATION DESIGN:

Our evaluation methodology will be of several types which are listed below:

1. Simple student check list will be prepared and utilized by students at the completion of each experience.
2. Complete unit outlines will be available on file in our library for future use.
3. Educators from the Intermediate Unit, neighboring school districts, and colleges such as Mansfield and Penn State will be asked to make several visits and give us oral and written evaluations.
4. This project will be subject to evaluation in April, 1975, by evaluators selected by the Pennsylvania Department of Education.
5. We will ask our local conservation agency to give an ongoing evaluation as the project progresses.

FINDINGS TO DATE:

The Pennsylvania Department of Education officials have given us names of other districts who are working on related projects. These will be either visited, or we will request brochures to assist us as we develop our own project.

DISSEMINATION PLAN:

1. The preparation of colored slides to inform our students and the general public.
2. A video tape will be prepared if this seems feasible.
3. We will prepare articles for the local newspapers which will be billed for community information.
4. Workshops will be conducted by our director to keep teachers informed of the progress of this program.

Date completed or revised: 4/7/72	**Completed by:**	Mr. Frederick O. Dinse, Jr.	**Phone:** 717-744-2562

Local Educational Agency Shamokin Area School District
Address: Seventh and Arch Sts., Shamokin, Pa. 17872
Project Director Mr. Claude H. Readly, Jr.

State Project Number 72007

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing Teacher Accountability for Instruction

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. Ap.	5-1-72	6-14-73	$47,000.00	1972	$47,000.00
Cont.	6-15-73	6-14-74	33,558.00	1973	47,000.00*
Cont.	6-15-74	6-14-75	16,779.00	1974	47,000.00*
TOTAL			$97,337.00		$141,000.00*

Proposed Termination Date 8-14-75

Projected Funding Level for total project period 97,337 (Title III)

*includes local funds

TARGET POPULATION:

The target population for this project is the entire instructional staff of the Shamokin Area School District. For the year 1972-73, the emphasis was placed on working with teachers in grades 5 and 6 of the elementary school and grades 7 and 8 of the junior high school in order to develop a team approach in staffing a new middle school. For 1973-74, emphasis was placed on working with the high school staff (grades 9-12) in preparation for curricular changes in the newly constructed high school building. For 1974-75, the program will concentrate on the development of more efficient and effective instructional programs at the elementary level (grades 1-4). Shamokin is located in the Anthracite area of Appalachia. Principal economic activities are coal mining and light industry. The present public school population is 4,193 housed in eight elementary school buildings, two buildings serving as junior high, and one senior high building. A building and relocation program now under way will see the completion of a high school building late in 1974. Shamokin also has a non-public school population of 1,639 who attend 4 elementary schools and a parochial high school.

MAJOR OBJECTIVES:

The principal objective of this program is to develop organizational patterns for effective and efficient instruction that will make optimum use of the talents of each teacher and emphasize teacher responsibility for successful learning outcomes for each child. A combination of workshop and laboratory experiences is used to achieve this overall goal. At the conclusion of the activities, teachers will be able to:

1. Systematically determine the instructional needs of individual students or groups of students.
2. State appropriate behavioral objectives in light of these needs.
3. Verbalize and carry out an appropriate instructional strategy to achieve a particular objective.
4. Prepare simple instructional materials and sequences combining print and non-print modes of instruction.
5. Operate audio-visual equipment normally used in instruction.
6. Give positive verbal responses to the principle that every child is teachable given the proper combination of instructional materials and personal attention.

ACTIVITIES:

The program is being approached in three phases, with major emphasis on the middle school staff in 1972-73, the high school in 1973-74 and the elementary school in 1974-75. This sequence is used so

Project Title: Developing Teacher Accountability for Instruction

State Project Number 72007

that staff will be involved in the program one year before they are scheduled to move into new or renovated facilities. Prior to initiation of each phase an advisory council selected from teachers participating in the program for that year is selected. This group meets regularly with the administration and the project coordinator to plan and evaluate activities. Consultants from public schools and universities having innovative programs are asked to participate in summer workshops or to be a part of activities during the regular school year. The summer workshop emphasis is on a combination of theory and practice. Teachers have been involved in visitations to innovative school districts and in the preparation and analysis of a systematic needs assessment. During the school year, teachers are involved in the preparation of courses of study and the evaluation of materials developed by others. At the end of the school year, a two day session is held with emphasis on evaluation and planning for the next year.

EVALUATION DESIGN:

The evaluation design follows the procedures recommended by R. Stake and involves the collection of complete descriptive information in terms of antecedants, transactions and outcomes. Actual outcomes will be compared with those stated in the proposal. Techniques include interviews with teacher and observations of their work, pre- and post-assessment of teacher ability to design instructional materials directed toward specific goals, observations of the use of audio-visual equipment. In addition, teacher evaluations of workshop and other activities are collected and analyzed.

FINDINGS TO DATE:

Attitudes of both middle and high school teachers toward the workshop activities were favorable. 85% of the participants rated activities and involvement at average or higher. Completed instructional materials were rated by the coordinator and outside evaluators on the degree to which the stated objectives were achieved, and over half of modules or materials were rated average or above on identification of concepts, preparation of alternative modes of instruction, inclusion of instructional media and provisions for systematic evaluation.

DISSEMINATION PLAN:

Information regarding project activities will be published regularly in local newspapers and over the local radio station. Video tape materials of activities in the local middle school is not in the preparation stage. In addition, a tape-slide program is being completed at this time.

PROGRESS TOWARD ADOPTION:

The Board of Education has approved the plan for Title III activities. At the middle and high school sample instructional materials have been prepared and faculty, student and community needs assessments have been conducted. Courses of study for the high school are now in preparation. The elementary school summer workshop for 1974 is in the planning stage.

Date completed or revised: 4/1/74 | **Completed by:** Robert E. Dunkerly | **Phone:** 717-524-1109

Local Educational Agency	Millersville Educational Development Center	**State Project Number**
Address:	Stayer Research and Learning Cneter, Millersville, Pa. 17551	72008
Project Director	Dr. Robert J. Labriola	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open Education Network Systems

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	6/30/73	$33,600.00	1972-73	$33,600.00
Cont.	7/1/73	6/30/74	48,000.00	1973-74	48,000.00
Cont.	7/1/74	9/30/75	88,000.00	1974-75	88,000.00
TOTAL					$169,600.00

Proposed Termination Date 9/30/75

Projected Funding Level for total project period $169,600.00

TARGET POPULATION:

Fourteen school districts in the Commonwealth of Pennsylvania eventually serving the entire State.

MAJOR OBJECTIVES:

1. To form a diffusion strategy approach to the concept of a child-centered curriculum training in techniques and methods developed and successfully implemented by the Research and Learning Center at Millersville State College.
2. To assist teachers and administrators through participation and involvement with fourteen model satellite schools throughout Pennsylvania to internalize the true meaning of team teaching, non-gradedness, individualization and a child-centered curriculum.
3. To give intensive training to in-service teachers, graduate and undergraduate students in the practical application of a child-centered curriculum implemented by the participating district network coordinators trained through the Research and Learning Center at Millersville State College.
4. To provide follow-up information and research data to schools concerning the effectiveness of this project as it applies to the on-going programs in their schools.
5. To disseminate on a statewide basis through mini-workshops the options available for teacher/administrator in-service in the child-centered curriculum concept.
6. To develop and disseminate strategies for innovative Early Childhood Education programs.
7. To assist in the construction of alternative curriculum by teachers.
8. To assist teachers in identifying the proper use of media and materials in schools of the future.
9. To have teachers learn to solve the problems involved in planning, working and evaluating together.
10. To provide research and evaluation models to be used by a trained staff person of each participating district which will conduct its own data analysis and research reporting with assistance from Millersville.

ACTIVITIES:

1. The project director, in cooperation with personnel from the Pennsylvania Department of Education, will identify fourteen schools throughout Pennsylvania to serve as network schools in the Open Education project. Network schools will be identified prior to August 1, 1974.
2. The project director and the chief school administrator in each district will identify a coordinator in each network school. The coordinator will be identified prior to September 1, 1974.

Project Title: Open Education Network System

State Project Number 72008

3. The project director, in cooperation with appropriate staff, will provide training in the various concepts of Open Education during the 1974-1975 funding period. Training sessions will be held on the Millersville Campus during October, November, April and May.
4. Each coordinator will in turn train the staff of her/his school in the various concepts of Open Education. Training of the different staffs will be completed prior to June 1, 1975.
5. The project director, and appropriate staff, will prepare a packet of materials to help the coordinators become better trainers. A packet of materials will be made available to each coordinator during the training periods scheduled for October, November, April and May.
6. The coordinator and staff in each network school will write and construct appropriate materials in Open Education which will be shared with all other network schools. Such materials will be disseminated to non-network schools through Project RISE in King of Prussia, Pennsylvania. A complete packet of materials developed will be ready prior to June 30, 1975.
7. A minimum of three mini-workshops in Open Education will be planned and implemented in the more advanced network schools, for school personnel from other districts, during the Spring of 1975. The coordinator and staff in the more advanced network schools will be responsible for conducting these mini-workshops.
8. During the Summer of 1975, each network school will conduct a one week mini-workshop in Open Education – ala Summer Happening. Coordinators and staffs will be responsible for conducting these mini-workshops.
9. Each network school will become a model center for a child-centered curriculum; its' methods and techniques serving as a model for all surrounding districts.

EVALUATION DESIGN:

This particular project is a direct result of spin-off activity from previous Title III projects. The following to date has occurred:

1. Pre and post data exist on the initial concept (Summer Happening) which showed statistical significance.
2. A packet of research evaluation models has been disseminated to the network schools.
3. Training in research alternatives, retrieval systems and beginning evaluation has been given each network coordinator.
4. Any research findings will be disseminated to all participating districts.

FINDINGS TO DATE:

The pre and post data analysis of teacher attitude inventories and developmental studies of the network districts is available from the Project Director.

DISSEMINATION PLAN:

The total project is designed as a dissemination component. As noted in the objectives, the project is designed to disseminate the findings as they relate to the child-centered curriculum concept.

PROGRESS TOWARD ADOPTION:

The participating network districts are currently involved in some facet of child-centered curriculum. Many are improving and some reinforcing concepts and principles of child-centered curriculum. Names of participating districts are available upon request.

Date completed or revised: 12/16/74

Completed by: Dr. Robert J. Labriola

Phone: (717) 872-5411

Local Educational Agency McKeesport Area School District
Address: 402 Shaw Avenue
Project Director Mrs. Louise Roslund

State Project Number 72009

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Environmental Education: Theory & Practice

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/1/73	$16,200	1972	$16,200
Cont.	9/1/73	8/1/74	6,800	1973	6,800
Cont.	9/1/74	8/1/75	3,400	1974	3,400
TOTAL			$26,400		$26,400

Proposed Termination Date 7/1/75

Projected Funding Level for total project period $26,400

A specialized unit for Elementary Academically Talented Students of the McKeesport Area School District was developed under the borad heading of environmental education. This broad theme provided the framework and direction for independent study within the group. Today's children and especially the gifted show a real concern for the future of the earth, whose future depends upon the utilization of the potential of these children.

It should be noted here that the children in the Academically Talented Program are selected by test results administered by the school psychologist, parent approval, and teacher recommendation. All children meet with the state requirement of an I.Q. of 130 or above. The McKeesport workshop for academically talented fourth, fifth, and sixth grade students is designed to keep the students develop their interests through independent study, individual research, projects, and creative activities. The workshop is conducted at a central school to which students are bused. There is no segregation according to grade: ten to twelve students meet as one group for one-half day a week. There are eight sections with a total of one hundred and thirty-three students in the program and more students continually tested and admitted. The elementary program for 1974–1975 is to be expanded with the addition of a second teacher. The two teachers plan to work as a team to continue the program of environmental education to an expanded student enrollment.

To meet the needs of the gifted students, who need challenging and different education experiences not found in the regular classroom, leadership opportunities, individual study and the opportunity to analyze, synthesize and evaluate, a program was developed.

The Academically Talented students served as resource persons for their regular classroom teacher and helped to develop an environmental education unit. The students designed pre & post unit tests, helped write objectives did peer teaching and gathered various materials for the teacher. When the students were in the workshop session they participated in: a radio braodcast, environmental workshops conducted by community personnel specialists, creative writing, the writing of thank you notes, library research the preparation of vocabulary mobile, a series of learning excursions to extend their environmental study to "where it was happening". The workshop is an open classroom, and for many sessions is a "classroom without walls".

Twenty one classroom units out of 32 were selected by a group of school/community judges for community display. Visual presentations of these units were on display in various federal and local community buildings in Pittsburgh and McKeesport. All units were on display at McKeesport. All units were on display at McKeesport High School for a community open house during earth week to accompany a Pioneer Food Fair and square dance put on by the children and an Environmental Spectacular shown by industry.

Project Title: Environmental Education: Theory and Practice	**State Project Number** 72009

A description of the program and summaries of the various units were compiled into a booklet for dissemination titled Environmental Education, Elementary Academically Talented Program, McKeesport Area School District.

Approximately 1650 students in the McKeesport public and parochial schools were exposed to Environmental Education.

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency Somerset Area School District
Address: 218 N. Kimberly Ave., Somerset, Pa. 15501
Project Director Charles F. Morocco

State Project Number 72010

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Humanistic Approach To Individualized Instruction

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6-1-72	5-31-73	30,895.00	1973	30,895.00
	6-1-73	5-31-74	16,646.00	1974	16,646.00
	7-15-74	5-31-75	8,323.00	1975	8,323.00
TOTAL			55,864.00		55,864.00

Proposed Termination Date 5-31-75

Projected Funding Level for total project period 55,864.00

TARGET POPULATION:

Students in grades 1 through 6 of the Somerset Area School District attendance area are the target population of this project. Enrollment for the current year (1973-74) is 1708 students, of which approximately 99.1 percent are caucasian, 0.036 percent are negro, and 0.054 percent are of other ethnic origins. The socio-economic status of the families in the attendance area includes poverty, lower class, middle class, and upper middle class.

There are presently 78 professional personnel serving grades 1-6 including two full-time administrators, one psychologist, and two nurses.

Somerset borough is the county seat and business center of this basically rural area totaling 9755; however, there is some light industry. The school district has an enrollment of 3445 students, with a total professional staff of 165 dispersed among 5 elementary schools, 1 junior high school and 1 senior high school. In addition a 1-6 non-public school serving 148 students is located in the community.

MAJOR OBJECTIVES

The major objectives of the project are:

1. All of the elementary staff will come to the realization that students - - as individuals - - can operate better in a humanistic educational setting planned for individual differences.
2. Fifty (50%) percent of the teaching staff will be able to alter their teaching styles sufficiently to enable them to implement the concept expressed in #1 above.
3. The organization of the elementary schools will be altered sufficiently to accommodate different teaching styles including traditional self-contained classroom, "teaming," open-classroom, or others which may develop out of the project.

ACTIVITIES:

1. One week in-service program for 20 elementary teachers to be conducted at Millersville State College July 22-26.
2. One week In-service Workshop for 20 elementary teachers to be conducted at our Maple Ridge Elementary School.
3. In-service meetings will be conducted during the school day.
4. Contracted consultant services will be utilized.
5. The Parent Involvement Program will be expanded and parent-teacher conferences extended.

Project Title: A Humanistic Approach To Individualized Instruction

State Project Number 72010

EVALUATION DESIGN:

The evaluation of the project will be continuous. Observations, questionnaires and opinionaires will sample faculty, students, and community reaction to the project and its success.

FINDINGS TO DATE:

At the end of second year we find the following:

1. Objective #1 85% completed
2. Objective #2 78% completed
3. Objective #3 66% completed

DISSEMINATION PLAN:

Newspapers such as the Somerset Daily American, Johnstown Tribune-Democrat, and radio station W.V.S.C. will receive information of the project's progress. They will also be invited to visit the participating schools so that they may also write first hand news stories.

The high school newspaper, which receives wide distribution in the school community, will carry feature stories about the project.

PROGRESS TOWARD ADOPTION:

Since the value of the program has been very positive and the objectives will be completed by the end of the third year, the project will be adopted.

Date completed or revised: 5-15-74

Completed by: Dr. Albert H. Flower

Phone: 814-445-7600

Local Educational Agency East Penn School District
Address: 640 Macungie Avenue, Emmaus, Pa. 18049
Project Director Mr. Stanley Landis

State Project Number 72011

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Re-Education of Teachers for an Open Space School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	5/1/72	4/30/73	$34,000.00	1972	$34,000.00
Cont.	8/1/73	7/31/74	18,985.00	1973	18,895.00
Cont.	8/1/74	7/31/75	9,495.00	1974	9,495.00
TOTAL			$62,480		

Proposed Termination Date 4/30/75

Projected Funding Level for total project period $62,480.00

TARGET POPULATION:

The target population consists of 1150 students from grades 7, 8, and 9, who are attending the new open space Howard A. Eyer Junior High School. Fifty-five teachers and aides will participate in the implementation of open space concepts during this third year of funding.

Enrollment for the current year (1973-74) in grades 7, 8, and 9 is 1,660, of which less than 1% are not Caucasian. The school district, which encompasses 50 square miles, has an enrollment of 6,790 students in eleven elementary schools, two junior high schools, and one senior high school.

MAJOR OBJECTIVES:

At the conclusion of this program, teachers will have been enabled:

1. To create and use an open space classroom learning environment.
2. To develop and organize an integrated curriculum.
3. To establish learning, interest, resource and media centers.
4. To implement appropriate motivational patterns for instructional systems for the junior high school student.

ACTIVITIES:

During the summer of 1972, thirty-four teachers attended a course in open space technology conducted by Millersville State College.

Administrators identified sixteen schools suitable for staff externships. Interviews with staff and students as they were working and learning, as well as building design and furniture arrangements, were videotaped and filmed. These were used in teacher training and community orientation programs.

In addition, the following year, 1972-73, teachers served one and two-week externships at the selected schools, observing and teaching to get practical experience. Their reaction reports showed strong convictions about staffing, grouping, teaching strategies, instructional materials, facilities, and orientation. They felt their externships were very helpful in aiding them in developing their own strategies.

Based on the externs' observations and experiences, thirteen seminars were conducted. A volunteer planning committee selected the topics and consultants.

The next step, in the spring of 1973, consisted of staff analysis and rewriting of the course of studies used for grades seven through nine. Consultants were brought in to help the teachers develop an interdisciplinary curriculum and prepare instructional materials for use on an experimental basis.

Project Title: Re-Education of Teachers for an Open Space School	State Project Number 72011

Summer workshops were held in 1973 to write the school philosophy and objectives, to develop thematic ideas and units for team teaching, and to plan procedures for transferring students and staff to the new building. In the time preceding the April 1, 1974 opening, the staff was grouped into teaching teams. They prepared specific learning activities, developed student orientation programs, and drew up schedules for instruction. The principal conducted tours and held question and answer sessions for the students.

EVALUATION:

The teachers who have served as externs at open space schools developed an instrument of self-evaluation based on their experiences to assess the efficacy of the district's training program. These evaluations have provided the basis for any necessary revisions to the program as it progresses. An evaluation model developed by the Intermediate Unit will be administered in 1974-75.

FINDINGS TO DATE:

The school has been functioning for such a short time that extensive information on the efficacy of open space education is not available at this time. However, the transition period from the opening of the school (April 1) until the end of school has been marked on the part of students by an increased use of resource materials, a relaxed atmosphere, a willingness to pursue studies beyond expectations, and a congenial relationship with teachers.

DISSEMINATION:

Administrators and teachers who are participating in the program have spoken and will speak at PTA meetings and service clubs. The district has published a leaflet describing the project which is available to other interested districts as well as locally. The district newsletter features information concerning the project and the school itself. The video-tapes and slides are available to other interested districts.

PROGRESS TOWARD ADOPTION:

Although this project was designed specifically for the new junior high school, it has had an impact on the entire East Penn School District. Many of the features of open education, such as interdisciplinary team teaching, individualized instruction, and resource centers, are being adapted for use in the more traditionally oriented schools.

Date completed or revised: 6/1/74	Completed by: Camille B. Mainwaring	Phone: 215-967-3101

Local Educational Agency **Address:** **Project Director**	Luzerne Intermediate Unit 902 IBE Building, Wilkes-Barre, Pennsylvania 18701 Joseph A. Skok	**State Project Number** 72012

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Learning Models fo Institutionalized Children

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Cont.	6/1/73	5/31/74	49,779	1973	
TOTAL			49,779		

Proposed Termination Date 5/31/74 **Projected Funding Level for total project period** 49,779

TARGET POPULATION:

All children residing in public and non-public institutions for neglected and delinquent children in Pennsylvania can be considered the target population for this project. Enrollment in Pennsylvania institutions for the current year (1972-73) numbers approximately 8,000. Seventy-five percent of the student population is Caucasian, 24% is Negro and 1% falls into other ethnic categories. The sociometric status of students' families is primarily of lower and middle class composition.

MAJOR OBJECTIVES:

The overall goal of the project remains to seek more effective means of providing realistic educational experiences for children residing in neglected and delinquent institutions in Pennsylvania.

Three objectives from the 1972-73 program shall continue into 1973-74. Revised, but based upon 1972-73 objectives are: (1) to further refine and test a classroom interaction device for use as a pupil monitoring system base, (2) to provide validation and field testing for recently adapted educational quality assessment procedures for institutions, and (3) to design and propose a model student records system for institutional use.

New objectives which have grown out of 1972-73 activities include: (1) to design and establish a Pennsylvania Department of Education Center for the Study of Delinquency, (2) to establish and maintain a coordinating council representative of institutions and agencies dealing with them to suggest and modify developmental activities, (3) to design and establish a facility for the collection, storage, and dissemination of demographic, statistical, and curricular information dealing with neglected and delinquent children, (4) to survey and make recommendations concerning competency based certification procedures for professional employees, (5) to survey and make recommendations regarding the refining of high school equivalency programs for neglected and delinquent institutionalized youth, (6) to design and conduct at least one comparative curriculum study, (7) to identify and further develop model educational programs in selected Pennsylvania institutions, and (8) to provide and maintain continuous dialogue between and among public schools, institutions, and professional staff employees serving neglected children.

ACTIVITIES:

The primary mode for accomplishing 1973-74 objectives will be to rely upon the task force approach developed during 1972-73. Interested and capable representatives form institutions and key representatives from the Pennsylvania Department of Education will be formed into task force groups and directed toward the accomplishment of program activity. The task force will be charged with accomplishing the objective to which it is assigned. Coordination of activity will be the joint

Project Title: Learning Models for Institutionalized Children | **State Project Number** 72012

ACTIVITIES (Continued)

responsibility of the Pennsylvania Coordinator for Neglected and Delinquent Programs and the Director of the Wilkes College Educational Development Center. A coordinating council shall serve an advisory role in assisting with the coordination and modification of project activity.

EVALUATION DESIGN:

Internal evaluation will be the responsibility of the coordinating council. Frequent meetings will be held to monitor program activities. Representatives from institutions, from the State Educational Agency, and from student populations will generate information regarding effectiveness of program activities.

An outside evaluation team visit will be conducted to provide evaluation data for the Pennsylvania Department of Education.

FINDINGS TO DATE:

Project 72012, during its first year of operation was responsible for making a substantial beginning toward awakening both the Pennsylvania Department of Education and the institutionalized education community to the educational needs of children residing in institutions for neglected and delinquent youth. Growing out of the project was a position paper solicited by the Commissioner of Basic Education identifying the educational problems and needs of institutionalized youth in Pennsylvania and recommending a course of action to reduce problems and meet identified needs. Known as the *Allenberry Priorities Paper on Neglected and Delinquent Youth*, the paper has been approved by the Commissioner of Basic Education and accepted by the Secretary of Education.

DISSEMINATION PLAN:

Dissemination activities include: (1) the publication of appropriate documents during the year, (2) the conducting of conferences for institutional personnel, and (3) periodic meetings with small groups of institutional personnel.

All materials created by the project will be reproduced in sufficient number and maintained at the Wilkes College Educational Development Center. Appropriate data will be submitted to Research and Information Services for Education, King of Prussia, Pennsylvania for storage and dissemination.

PROGRESS TOWARD ADOPTION:

A Pennsylvania Coordinator for Neglected and Delinquent Programs has been appointed and the Wilkes College Educational Development Center will establish a Pennsylvania Center for the Study of Delinquency. Needs assessment and curriculum models designed during 1972-73 are currently being used at selected institutions.

Date completed or revised: 3/29/73 | **Completed by:** Joseph A. Skok, Project Director | **Phone:** 824-9824

Local Educational Agency	School District of the City of Allentown	**State Project Number**
Address:	31 South Penn Street, Allentown, Pa. 18105	72013
Project Director	Dr. Desmond J. Nunan	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Serving the Culturally Different Pupil

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	9/1/72	8/31/73	$45,000	1972	$45,000.00
Cont.	9/1/73	8/31/74	16,992	1973	16,992.00
Cont.	9/1/74	8/31/75	8,496	1974	8,496.00
TOTAL					

Proposed Termination Date August 31, 1975

Projected Funding Level for total project period $70,488.00

TARGET POPULATION:

Approximately fifty non-English speaking elementary pupils and twenty secondary pupils were involved in classes for intensive training in English communication skills in one elementary and one secondary school with one full-time and one part-time teacher. Non-English speaking pupils in other schools in the district were involved through in-service training activities with their teachers. All pupils were involved in district-wide activities relating to the project.

Allentown has a population of approximately 110,000. Manufacturing in the city includes machinery and tools, cement, motor trucks and buses, electrical appliances, electronic equipment, foodstuffs, textiles and shoes. Forty-seven percent of the work force in the area is engaged in manufacturing. The area is economically stable. Minority enrollments in the public schools are 4.8% Black and 4.0% Spanish surnamed.

MAJOR OBJECTIVES:

Our objectives are:

a. Pupils – Develop a better command of the four basic communication skills of English; foster attitudes of mutual understanding, respect and sympathy among pupils of varying backgrounds; encourage and develop better acceptance and appreciation of different cultures.

b. School personnel – Instill a deeper understanding of needs of culturally different pupils; develop greater appreciation of the native culture of non-English speaking pupils and of the contributions they can make in our classrooms.

c. Parents – Realize that there is real school concern to meet the needs of their children; achieve a better understanding of the processes and goals of education in our schools.

ACTIVITIES:

One full-time and one part-time teacher provided classroom instruction in two schools where there is a heavy concentration of non-English speaking pupils. District-wide and building level in-service programs were held stressing the theme of human relations and cultural diversity. One district-wide in-service program in October included all 1,600 school district employees, both professional and non-professional. A series of five in-service workshops on human relations were held for seventy school employees (12 to 15 at a session). A brochure, Teaching The Culturally Different Pupil, was distributed to all teachers. A special supplement to the school district's AV catalog listing materials relating to human relations and cultural diversity was distributed to all

Project Title: Serving the Culturally Different Pupil	**State Project Number** 72013

teachers. The School Board took part in a Saturday in-service session with an outside consultant. An International Showcase Day was held in June on the main shopping mall in the city. All schools participated in presenting displays, musical programs and dance groups stressing the theme of cultural diversity.

EVALUATION DESIGN:

The superintendent and central staff of the Allentown School District maintained a review of program progress through reports from the classroom teachers involved. Program revisions and adjustments were effected to meet needs as reflected in in-service sessions, and through teacher reports. The reports indicate that there was a good rate of return to the regular classroom.

FINDINGS TO DATE:

The program is operating on schedule and progress has been made toward developing a long term program of providing a coordinated K to 12 program.

DISSEMINATION:

News releases were prepared for the local press and reports submitted to RISE for statewide use. A brochure was distributed to all teachers and sent to other districts.

PROGRESS TOWARD ADOPTION:

Aspects of the program are being incorporated into the regular curriculum in the district.

Date completed or revised: 6/28/74	**Completed by:** Dr. Desmond J. Nunan	**Phone:** 215-435-7401

Local Educational Agency	Philipsburg-Osceola Area School District	**State Project Number**
Address:	Philipsburg, Pa. 16866	72014
Project Director	Wilbur E. Gilham, Chairman, Science Department	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Enrichment Program on Area's Natural Resources

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6-1-72	5-31-73	9,950.00	1972	
Cont.	6-1-73	5-31-73	5,000.00	1974	
TOTAL					

Proposed Termination Date 2-28-75 **Projected Funding Level for total project period** $24,900.00

TARGET POPULATION:

Thirty, 9th and 10th grade students of the Philipsburg-Osceola Area School District are the target population of the project. All students will be caucasian due to the total school population being caucasian. The students will be from families which are primarily low to middle class in socioeconomic status.

MAJOR OBJECTIVES:

The objectives of the project are as follows:

1. To be able to do a complete analysis of soil and soil capabilities.
2. To recognize and provide the proper wildlife habitat through browse cutting, planting of food and cover plants and improving the physical characteristics of a stream.
3. To develop and present a series of environmental activities.
4. To develop a sequence of environmental educational activities.
5. To have secondary students participate in community environmental projects, such as mosquito control, game feeding and stream improvement.

ACTIVITIES:

Project activities will be concentrated primarily in the period of July 8 to July 19, 1974. Each day involves a work-study program under the supervision of consultants associated with the Pennsylvania Game and Fish Commissions, the Pennsylvania Department of Environmental Resources, the United States Department of Agriculture, the Pennsylvania Forestry Association and the Pennsylvania State University. Areas of study will include plant and animal identification, survival techniques, soil studies and testing, reclamation and reforestration, wildlife food and cover, animal nutrition and fish research, Stream improvement, strip nine operations, sewerage-landfill studies and local air, water and health problems.

In association with the Pennsylvania State University, it is proposed that four (4) newly certified, biology teachers be assigned to the project to work with the thirty secondary students in the morning sessions. Afternoon sessions for the teachers will involve planning and development of environmental education materials and activities.

Co-directors will staff the project. Mr. Wilbur Gilham, chairman of the Science Department, Philipsburg-Osceola Area Schools, will be responsible for the preplanning, post program evaluation, field operations and the secondary students in the program. Dr. H. Seymour Fowler of the Pennsylvania State University will be responsible for the development of learning materials and activities and the newly certified teachers.

Project Title:	Enrichment Program on Area's Natural Resources	**State Project Number** 72014

Three elementary teachers of the permanent staff of the school district will participate in the project as a learner-observer. These teachers will act as a liaison person for the elementary division of the school district and will be responsible for the dissimination of information and ideas developed in the program to other elementary teachers.

All field trips scheduled in the project will be by contracted local carriers.

EVALUATION DESIGN:

The SNSM Science Scale, Form II, will be used as a pre-survey and post-survey of the attitude of the student participants.

In addition, a comprehensive report of the progress of the student participants, and the accomplishments of the project, and conclusions regarding the program will be compiled by the project directors. This report will be filed with the Department of Education offices concerned with the project.

FINDINGS TO DATE:

There has been an increase in the use of project students by public groups and committees.

An increased student awareness of conservation and pollution problems is evident after comparing pre and post test results using the SNSM Science Scale.

Curriculum and audio visual materials are available for use by educational personnel.

The students iniatiated a local stream improvement project. This project involved 150 7th, 8th and 9th grade students from four school districts. The work consisted of cleaning embankments of debris, building various stream devices and assisting in stocking the stream with trout for a childrens' area.

The local groups' activities have inspired the organization of a large conservation group from the following schools; West Branch, Moshannon Valley, and Philipsburg-Osceola. Approximately 50 students meet once a month in one of the participating schools to hear a resource person discuss the environmental picture as it is today.

DISSEMINATION PLAN:

Primary dissemination activities will include the production of environmental education curriculum materials which will be bound and made available to all offices of the Department of Education interested in environmental education. A 16mm film record of project activities, a slide-tape set and still pictures are available. Public appearances by project personnel will further inform the public of the program.

PROGRESS TOWARD ADOPTION:

By resolution, on October 18, 1971, the Philipsburg-Osceola Area Board of School Directors agreed to serve as the sponsoring agency of this project. The Board further resolved that it would agree to place on the agenda of a regular meeting the consideration of supporting the continuance of all or some of the proposed activities set forth in this project.

Date completed or revised: 3-1-74	**Completed by:** Joshua G. Harrington	**Phone:**	814-342-1050

Local Educational Agency	Westmoreland Intermediate Unit #7	**State Project Number**	
Address:	15 West Third Street, Greensburg, Pa.	72015	
Project Director	Sister M. Gabriolle		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Science Leadership

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	8/30/73	$41,000.00	1972	$41,000.00
TOTAL			$41,000.00		$41,000.00

Proposed Termination Date 6/30/76

Projected Funding Level for total project period $91,000.00

TARGET POPULATION:

Students in grades 7-12 of the Public and Non-Public Schools of Pennsylvania. There are currently ten Regions of the Pennsylvania Junior Academy of Science serving all 67 Counties. Through a training program conducted at Carlow College for teacher representatives of each of the Counties, it is hoped that the results of the program will reach students in grades 7-12 on a statewide basis.

MAJOR OBJECTIVES:

The proposed Science leadership Conference is designed to train a representative corps of key secondary school teachers who will assume an active leadership role in conducting workshops and program on research in each local area.

Objectives are:

a. One hundred and eighty teachers, two to three from each county in Pennsylvania, will be trained in the philosophy, rationale and me and methodology of scientific research, so that upon their return to the local areas, they may serve as resource persons under the guidance of the Regional Director of the Pennsylvania Junior Academy of Science.

b. The trained teachers will be expected to conduct workshops in their local areas to train teachers from participating school districts.

c. To instruct and familiarize students with the nature of scientific research.

d. To promote scientific research at the secondary school level on the part of students and teachers.

e. To identify appropriate areas for scientific research.

f. To work with students in producing and presenting research projects and their findings.

ACTIVITIES:

The proposed Science Leadership Conference and follow-up activities by the Director of the Junior Academy of Science is designed to train a representative corps of key secondary school teachers who will assume an active role in training other teachers in the fundamentals of research. All of the leaders plus the teachers they train will work with students interested in conducting research investigations. The program will consist of general sessions on those topics considered to be basic in all types of research. These sessions will be followed by discussion topics related to different disciplines as well as a number of technique sessions to familiarize teachers with the important methodologies. It will be necessary to have a number of concurrent sessions going on in order to keep the groups to a workable size. Following is the outline of the program and specific topics. See attached schedule.

EVALUATION

During the coming school year, the State Director plans to spend full time in following up this workshop by visiting Regional Directors, their counties and schools, to assist with teacher orientation and workshops for students.

The final evaluations will consist of comparing the activities of each Region as to:

a. Number of schools participating in the programs.
b. Number of students participating with research papers at Regional Meetings.
c. Number of Meetings, lectures, and workshops initiated, added or continued from last year.
d. A report from each Regional Director as well as from the teachers attending this workshop, giving their evaluation of the program.
e. Final meetings at the State Meeting in Erie to finalize the report.

FINDINGS TO DATE

We are unaware of any program that has approached the above problem on a state level. There have been a number of regional programs similar to this which have been sponsored from time to time by the National Science Foundation. These programs have proven to be somewhat inadequate because the number of teachers reached have been minimal and there has been almost no follow-up activities or consultation. In addition, many of these programs were confined to helping high school teachers conduct research rather than motivate and assist students in performing research. The proposed activity has been tried in part with success in the greater Pittsburgh area over the past few years. An indication of its success is evident by the fact that more teachers and students have participated in The Junior Academy of Science activities in the greater Pittsburgh area over the past four years than the entire state combined. It is our feeling that a similar program with some modification should prove to be desirable on a statewide basis.

The proposed activity is the result of several meetings and collaboration with selected school administrative personnel, the regional directors of the Junior Academy of Science, the president of the Pennsylvania Academy of Science, teachers on all levels of education as well as the educational and industrial communities in various parts of the state.

DISSEMINATION

Information and techniques acquired by teacher participants at statewide workshops will be made available to all school representatives of the ten regions at ten separate meetings throughout Pennsylvania.

PROGRESS TOWARD ADOPTION

No date available at this time.

Local Educational Agency	Williamsport Area School District	**State Project Number**
Address:	605 West Fourth Street, Williamsport, Pa. 17701	72016
Project Director	Dr. June E. Baskin/Joseph R. Karpinski	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Idea, Process, and Skills Shop

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Init.	6/15/71	6/14/72	$35,000.00	1972	
Contin.	6/15/73	6/14/74	20,815.00	1973	
Contin.	6/15/74	6/15/75	10,40[illegible]	1974	
TOTAL			$66,323.00		

Proposed Termination Date 6/14/75

Projected Funding Level for total project period $66,323.00

TARGET POPULATION:

Teachers of students in Grades K through 12, with a concentration in the elementary school classes of the Williamsport Area School District attendance area.

Thirty-five professional staff members are considered key contact persons participating in the project, with approximately 6 paraprofessionals and an equal number of volunteers coming from the community representing A.A.U.W; Williamsport Music Club; and Pennsylvania Guild of Craftsmen. Six curriculum supervisors from the school district serve as advisors.

The area is located in Central Pennsylvania, has a population of 47,200. The school district has an enrollment of 11,085 students with a total professional staff of 550 serving 15 elementary schools, three junior high schools and one senior high school. In addition, two K-6 and one 7-12 non-public schools serving 762 students are located in this community.

MAJOR OBJECTIVES:

It is felt that the *Idea, Process and Skills Shop* is providing inservice programming adequate for teacher orientation and preparation in open-class and contemporary direction in education.

Self-directed activities are reinforcing the teacher's competencies. Teachers are exploring new materials (found and supplied); new ideas are in evidence even where program revision is in its early stages.

A. Teachers are obtaining, examining and trying out materials and teaching aids still under development and/or unusual materials to reinforce ideas.

B. Teachers are designing units and lesson plans using behavioral and operational terms relative to the classes and materials at hand.

C. Teachers are beginning to restructure areas of the classroom by pushing learning into unusual places with emphasis on open-class and involvement of students.

D. Assistance is being given not only in making graphic the designs and execution of ideas, but are also being assisted in finding in the resulting materials examples that are being used to guide students from structure to inquiry and into concepts.

E. Teachers are creating, and building those items required to modify, and adapt selected new curriculum materials so that the unusual is becoming familiar in fitting into the style of the classroom and the capacities of the students.

Project Title: Idea, Process and Skills Shop	**State Project Number** 72016

ACTIVITIES:

A. Idea, Process and Skills Shop (1.) Preservice and in-service activities will continue to acquaint innovative teachers with approaches to the open "workshop" procedure (2.) Design and creation activities using scrap and resource materials in innovative ways; making models, designing and executing charts, puzzles, books, and teaching devices (3.) Production in quantity of the innovative products described in #2 by shop aides or paraprofessional (4.) Inservice sharing of activities and resulting products of "shop"; availability of "shop" to all teachers not only during school hours, but evenings and week-ends for the purpose of independent work and for the integrating of units of work through #1 and #2 (5.) Shop is equipped to handle problems and projects brought about through physical change in the classroom and through innovations in the curriculum. The following are used: wood and cardboard constructions; adaptation of resource materials from the local area such as newsprint, wire, metal, cord, etc.; methods of printing, small letter press, printmaster, and silk-screen; photography adaptations in using simple darkroom, making 35mm slides, and 8 mm movies; introduction of italic handwriting system and related calligraphy; making of books and binding of them; design, execution and presentation of games, puzzles, charts, and instructional devices; museum extension exhibits; and playground improvisations.

B. "Try-Out Centre" has been used this past year to (1.) Put into practice the above in special sessions of children of varying ages (2.) As a place to examine reactions and suggestions resulting from children's expressions of the "pleasure of learning" (3.) As a central training center for preparation of aides and paraprofessionals assigned to innovative programs (4.) As a demonstration centre for periodic professional conferences devoted to units of the program.

EVALUATION DESIGN:

Taped project design; film project designed; complete file of all working drawings and models of ideas and process skills demonstrated with descriptive evaluative resume'. On location evaluation instrument design to be project of workshop.

FINDINGS TO DATE:

Various sources including supervisors are enthusiastic about original designs and teaching strategies for schools and certain pilot attempts to produce such ideas more graphically in order to share them.

Evidence shows certain classes now serving as pilot groups require modifications in curriculum plans to meet individual and specific needs of students.

Evidence shows that involvement in CEMREL assists class teachers in teaching more effectively through aesthetics. Students show a more positive attitude towards learning when involved in materials-centered programs.

DISSEMINATION PLAN:

Tape-slide presentation; news-letter; frequent newspaper releases; open-house demonstrations; radio, and TV coverage. Resume' reports to School Directors. School district departmental memo to teachers.

PROGRESS TOWARD ADOPTION:

District receptive; Plans included in school district philosophy and goals.

Date completed or revised: 4/30/73	**Completed by:** Joseph R. Karpinski	**Phone:** 717-326-3501

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	21st St. South of the Parkway, Philadelphia, Pa. 19103	72017
Project Director	Dr. George W. French	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Joint System Social Studies Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9-1-72	8-31-73	$51,900.00	1972	$51,900.00
Cont.	9-1-73	8-31-74	51,900.00	1973	51,900.00
Cont.	9-1-74	8-31-75	31,140.00	1074	31,140.00
TOTAL					

Proposed Termination Date 8-31-75 **Projected Funding Level for total project period** $134,940.00

TARGET POPULATION:

Approximately 700 students from the public and parochial schools, grades 4-12, participate in this program. Eighteen schools are involved, nine from each school system. There will be 4 elementary schools from each system, 1 junior high school, and 4 senior high schools. Because of the fact that it is a public-parochial program, the students come from every economic class and represent Black, Spanish-speaking, and Caucasian ethnic groups.

MAJOR OBJECTIVES:

A. Decrease levels of inter-racial and inter-group tension among the students participating.
B. Increase general student awareness and understanding of the cultural diversity of city, state, national and international communities.
C. Develop student knowledge of the contributions of the diverse cultural groups which comprise the City of Philadelphia.
D. Strengthen student sense of identity and self-confidence.
E. Expand cooperation and communication between public and parochial school systems.
F. Provide for more effective utilization of common resources of both public and parochial school systems.

ACTIVITIES:

Staff development sessions will train teachers in diverse ethnic and racial cultures and in the use of the latest student-involvement methods and the newest social studies approaches. The curriculum content will be finalized and instructional materials developed and/or identified.

The curriculum will be implemented in the classroom during the course of the program. Major study themes will include such subjects as: (1) Ethnic Neighborhoods, (2) Ethnicity and Practical Politics, (3) Parallel Institutions in Different Cultures, (4) Images and Stereotypes, and (5) Contributions of Ethnic Groups to American Society. Class from each system will come together on a regularly scheduled basis.

Instructional techniques will feature an inquiry approach, an emphasis upon media and its classroom utilization by students, group projects, and field trips to various cultural institutions. Discussions with leaders of different ethnic groups will also be a program component.

Project Title: Joint System Social Studies Project

State Project Number 72017

EVALUATION DESIGN:

To assess the development of increased understanding and appreciation of different ethnic and racial groups and the corresponding decrease in inter-ethnic and inter-racial tensions among students in the program, pre and post attitudinal questionnaires, student interviews, and on-site visits will be used.

The increased utilization of common resources, and expanded public-parochial cooperation, will be evaluated through teacher feedback and on-site observations. Curriculum content will be measured through teacher-constructed tests.

FINDINGS TO DATE:

Pre and Post Attitudinal surveys have been administered to student participants in the project. Evidence obtained from the attitudinal questionnaire suggests that on an elementary school level some improvement in attitudes toward the ethnic (racial) groups has taken place.

On the secondary school level, the attitudinal questionnaire did not indicate any major improvement in attitudes toward other ethnic (racial) groups.

DISSEMINATION PLAN:

Information will be disseminated locally and regionally through on-site visits, school and community newspapers, curriculum bulletins, the news media and conferences.

PROGRESS TOWARD ADOPTION:

All of the schools in the program are now using materials developed as a result of the program. Some of the teachers in the program are now operating as resource people in their respective schools in the ethnic studies area.

As a result of the publicity received by the program, some of the materials will be used by the Museum teacher at Independence Hall in making presentations to the many classes which visit this shrine. Some senior high schools are now offering electives in Ethnic Studies as part of their social science program. Ethnic Studies curriculum materials have been distributed to each junior and senior public high school in Philadelphia and to each high school in the Philadelphia Archdiocese.

Date completed or revised: 6/20/74	**Completed by:** Dr. George W. French	**Phone:** 448-3323

Local Educational Agency	Brentwood Borough School District	**State Project Number** 72018
Address:	3601 Brownsville Road, Pittsburgh, Pennsylvania 15227	
Project Director	Stephen M. Verba	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Interdisciplinary Approach to Visual Communications

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
1st Year	6/1/72	5/31/73	20,000.00	1972	20,000.00
2nd Year	6/1/73	5/31/74	10,190.00	1973	10,190.00
3rd Year	6/1/74	5/31/75	5,130.00		
TOTAL			35,320.00		30,190.00

Proposed Termination Date ____________________ **Projected Funding Level for total project period** 35,320.00

TARGET POPULATION:

Brentwood is a suburban, middle class district, predominately caucasian. The target population of the project are students in grades 8, 9, 10, 11 and 12 of Brentwood. Approximately 60 (8th) grade parochial school students and 120 public school students will participate. Involvement in the project will consist of 160 students. 26 adults and 18 staff members.

The community is strictly residential with a population of 13,732. The school district has an enrollment of 2,036 in grades K thru 12. There are 109 professional members serving two elementary schools and one junior-senior high school. In addition, a 1 thru 8 non-public school serving 601 students is located in the community.

MAJOR OBJECTIVES:

The experiences involved in this type of project demand an interdisciplinary approach which could include many different disciplines e.g., psychology, sociology, economics, chemistry, mathematics, etc. . However, this laboratory will be limited to the areas of industrial arts, fine arts and language arts. The major objectives are concerned with the students being able to:

1. Display skills pertaining to the visual communication industry and become acquainted with the various occupations associated with this industry.
2. Recognize then exercise interrelations between fine arts, language arts and visual communications, as well as other disciplines within the school.
3. Produce more utilitarian and aesthetic graphic projects through the correlation of the knowledge and skills achieved in the language arts, fine arts and industrial arts curriculum.
4. Develop increased creative thinking and problem-solving abilities through the visual communications media.
5. Identify graphic reproductions which display competent design.

ACTIVITIES:

Activities involved in this project will be orientated to maximum pupil participation through individual and small groups. Most project work will require coordination between fine arts, language arts and industrial arts. The complete program will be co-educational with the following activities being emphasized.

Introduction to printing; Linoleum block; Introduction to platen press; Rubber stamp; Type setting for name cards; Memo pad; Bindery procedures; Poster design; Screen printing; Process camera; Photography; Halftone; Photofabrication; Televison production techniques; Billboard design; Offset printing; Color photograph; Cold composition.

Project Title: Interdisciplinary Approach to Visual Communications	**State Project Number** 72018

EVALUATION DESIGN:

1. A pre and post test administered by the visual communication teacher to measure students' improvement in understanding visual communications, language arts and fine arts.
2. A pre and post advertising poster test administered by the visual communications teacher to measure students' recognition of advertising techniques.
3. Visual communications teacher's personal subjective evaluation of the project.
4. Design evaluation scale to determine creative development attained through the interdisciplinary approach to visual communications.
5. A terminal checklist for faculty members to determine the success of the visual communication project.
6. A pre and post creative thinking test to measure creative development.

FINDINGS TO DATE:

Post-billboard design results were good. The designs were eye-catching. Color, words, and pictures were used effectively to focus into the text matter.

The objective test proved to be invalid, another test was developed to be used in May, 1974.

The creative design problem showed some improvement in background and creative development. Limitations in improvement was felt to be the result of inexperience in administering the test and not being strong enough in creative methodology.

Student and teacher surveys indicate that the program will be successful in the future.

DISSEMINATION PLAN:

In July, 1973 a tape and slide program was sent to the Department of Education.

Open-house took place in September, 1973 and January 1974.

Staff meeting took place in October, 1973 in which the slide and tape program was presented with a questioning period.

Parent's Committee meeting took place in December, 1973 with the above taking place.

Article will be published in January, 1974 in the Industrial Arts Journal.

A newsletter to residents in March, 1974 will feature the project. An article was published in the local newspaper.

The district is planning a video tape program and booklet of projects.

PROGRESS TOWARD ADOPTION:

The facilities for visual communication are complete. The interdisciplinary Approach to Visual Communications is becoming a reality through faculty and student activity. The evaluation of 1973-74 will dictate necessary changes for the 1974-75 school year. The district is planning a curriculum revision and evaluation during the summer of 1974 (1 counselor, 1 English teacher, 1 Art teacher and 2 Industrial Art teachers).

Date completed or revised: 9/1/74	Completed by: Stephen M. Verba	Phone: 881-4940

Local Educational Agency School District of Philadelphia
Address: 21st Street South of Parkway, Phila., Pa.
Project Director Hilda K. Carr

State Project Number 72019

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: R.I.T.E. – Reading Improvement through Teacher Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	8/14/73	$190,000.00		$190,000.00
Cont.	8/15/73	8/31/74	190,000.00		190,000.00
Cont.	9/1/74	8/31/75	190,000.00		190,000.00
TOTAL					

Proposed Termination Date August 31, 1975

Projected Funding Level for total project period $570,000.00

TARGET POPULATION:

Teachers of grades K to 6 with concentration on those non-public schools in the City of Philadelphia which presently receive no aid will comprise the target population. This includes 810 teachers from grades K to 6 servicing 38,000 students. Two hundred public school reading personnel from eight districts will have the opportunity to participate in joint workshop sessions.

MAJOR OBJECTIVES:

1. To provide opportunities for teachers to gain practical experience with various reading techniques and materials through participation in staff development activities.
2. To enable ten groups of schools to benefit from the services of Reading Area Specialists who will provide on-site aid in implementation of new techniques and materials. The prime focus of this program will be on non-public school teachers of primary and intermediate grades.
3. To broaden the teacher's skills in diagnosing and prescribing for individual reading needs.
4. To assist teachers in providing purposeful and varied independent activities designed to meet individual pupil needs.
5. To improve the teacher's classroom management and organizational skills to facilitate implementation of new techniques and materials.
6. To foster cooperation and communication between public and non-public school reading teachers by providing joint staff development activities.

ACTIVITIES:

R.I.T.E.'s uniqueness stems from the concentrated effort of staff members to "tailor" the project's activities to meet the needs of the teachers in individual project schools. Following an assessment of teacher needs and interests, the R.I.T.E. staff member provides weekly consultant services to the teachers by using a four-pronged approach, i.e., 1) observations, 2) demonstrations, 3) conferences and 4) workshops. (Number 1 and 2 are done only at a teacher's request.) Workshop topics evolve from the insights gained during observations and demonstrations and conferences. Workshops are of three types: 1) those given to faculties of an individual school, 2) combined faculties from three or more schools, 3) "Special Interest" group workshops (these generally are like mini courses). Participation in the project is completely voluntary on the part of the principal and faculty.

Project Title: R.I.T.E – Reading Improvement through Teacher Education	**State Project Number** 72019

EVALUATION DESIGN:

Project objectives will be evaluated by a three-sided research design:

1. An assessment of the increase in teacher knowledge of reading procedures will be made via a pre-post test using a standard set of case studies.
2. A teacher self-report rating scale of reading competencies will be developed. A randomly selected sample of teachers will receive this instrument on a pre and post basis. The difference in rating will be compared using a correlated "t" test.
3. Observations of new teachers by a trained researcher will provide additional data regarding other project objectives.

FINDINGS TO DATE:

The on-site evaluation committee of the PDE found evidence that teacher behavior in the area of reading instruction has been modified in a positive and constructive manner. Teachers are more aware of the amount of flexibility possible within their reading program. There is a high degree of acceptance of the project by both teachers and administration.

Preliminary findings from the Case Study survey indicate teachers in the intermediate grades would benefit from more help in planning their reading lessons.

DISSEMINATION PLAN:

Dissemination will be made with the cooperation of the School District of Philadelphia through written and verbal communication. Activities will include local newspaper coverage and a project newsletter. A brochure has been developed for teachers and administrators, both inside and outside the project.

PROGRESS TOWARD ADOPTION:

Non-public school administrators at both the building and central office level are investigating alternate sources of funding so that the project can be incorporated into the regular school budget.

Date completed or revised: June 19, 1974	**Completed by:** Hilda K. Carr	**Phone:** 215-849-2286

Local Educational Agency	Montgomery County Intermediate Unit #23	**State Project Number**	72020
Address:	Colony Office Building, 6198 Butler Pike, Blue Bell, Pa.		
Project Director	Robert H. Leiss, Ass't Dir. of Sp. Ed.		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Language Training for Trainable Mentally Retarded Children

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Cont.	7/1/74	6/30/75	$49,977.00	1974	$49,977.00
TOTAL					

Proposed Termination Date June 30, 1975 **Projected Funding Level for total project period** $149,931.00

TARGET POPULATION:

Students in the primary and intermediate level trainable mentally retarded classes of the Montgomery County Intermediate Unit are the target population of this project. Enrollment for this year will be approximately 200 students, of which about 85% are Caucasian and 15% are Negro. The socioeconomic status of the families in this I.U. ranges from low to upper class.

The I.U. consists of 22 school districts with a total public school population of approximately 126,000 children and a parochial school population of about 33,000. The area is largely industrial with some rural sections.

MAJOR OBJECTIVES:

1. To effect language changes through the use of the Peabody Language Development Kit program with young nonverbal children.
2. To effect language changes through the use of the Peabody Language Development Kit program in a Distar format with trainable mentally retarded children who have attained word level.
3. To effect language changes through the use of the Distar program with trainable mentally retarded children who have attained at least the phrase level in verbal expression.
4. To involve the classroom teacher in the implementation of these programs.
5. To attempt to generalize that an effective language stimulation program can be carried out by the classroom teacher.

ACTIVITIES:

Project activities will include in-servicing of the classroom teachers and project staff members, testing on a pre- and post-basis, and presentation of the programs during a 6-month period. The test data will be statistically treated to determine the significance of the results.

Local Educational Agency **Address:** **Project Director**	Montgomery County Intermediate Unit No. 23 Colony Office Building, 6198 Butler Pike, Blue Bell, Pa. 19422	**State Project Number** 72021H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Curricular Reorganization of Trainable Mentally Retarded Classes

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

The project involves 40 TMR children – 21 are residents of Ken-Crest Institution (13 girls and 8 boys; 6 Negro and 15 Caucasian) and 19 attend 2 public schools in Montgomery County (8 girls and 11 boys; 5 Negro and 14 Caucasian). The Ken-Crest children range from 6 to 15 years of age and are distributed among 3 classes (the lowest functioning classes in the Institution).

Wynnewood Road School in Ardmore has 10 children with ages ranging from 5 to 11 (5 of these children have been in the project program since September 1972). The socioeconomic background of the TMR children is primarily middle class. The last nine children attend Plymouth Meeting Mall Demonstration class and range in age from 7 to 12. These children are also from largely middle class backgrounds and live in a residential area with some light industry. Five teachers and six aides are involved in the project.

MAJOR OBJECTIVES:

The major objectives of this project are (a) to develop formal curricular for TMR students in self-help skills, basic language and number skills, and social and prevocational skills; (b) to establish a comprehensive center of instructional materials and of reference materials for training and assessment procedures for the TMR at the elementary school level; (c) to establish a criterion referenced measurement system which can allow continuing, comprehensible assessment of student progress in the areas specified above; (d) to establish a means of redirect or transfer students who find difficulty in the formal curricular, by using remedial or intensive training programs based on the center previously described; (e) to reorganize TMR classes in Montgomery County according to the aforementioned training and criterion referenced measurement systems.

ACTIVITIES:

Project activities this year have involved revising the dressing skills area, completing the self-care and grooming areas and testing these in the five target TMR classrooms. Physiotherapists and teachers of the physically handicapped at the Child Development Center and at the Montgomery County School for the Physically Handicapped were consulted and assisted in development and revision. An on-going catalogued resource center has been established, which includes books, articles, references, audio visual aids and an annotated reference list of books relevant to TMR children, teaching techniques, and related problems. These are housed in Montgomery County Intermediate Unit Special Education Center and are available to teachers involved in the development of the Project Curriculum. The objectives for teaching academic skills to TMR children have been identified; formats for the skills have been devised. To this end, the Regional Resource Center in King of Prussia, Pa. has been estensively used; teachers, administrators and

Project Title: Curricular Reorganization of TMR Classes

State Project Number 72021H

school psychologists have been consulted; and material and ideas have been gathered from teachers and classroom observation. A movie film has been made, illustrating the different tests and teaching methods involve in the dressing skills and self-care areas.

An Advisory Committee consisting of two parents of TMR children, a school district administrator, a Montgomery County School psychologist, a TMR teacher and the project staff, has been formed to discuss a advise on the problems and solutions of the TMR population encountered by members of the committee.

EVALUATION DESIGN:

Following the recommendations of the FY 1973 evaluation, both the evaluation design and record-keeping forms have been modified. However, quantitative data is being collected on a pre- and posttest basis Biographic and demographic information has been collected and will be used in year-end validation analysis. An internal qualitative evaluation has been conducted by Dr. Barton Proger, Director of Evaluation, Montgomery County Special Education Center. Subjective feedback from participating teachers and parents of TMR children has also been filed.

FINDINGS TO DATE:

Students in all participating classes were evaluated in the area of dressing skills, in the Autumn, 1973. the end of the 1973–74 school year, these same students will be reevaluated and the results will be used to measure student progress and to evaluate the curriculum prior to dissemination. Informal feedback from bo the teachers and parents has been most favorable and enthusiastic. Apparently the structure, layout and content of the curriculum are complete enough to be of considerable value to teachers, allowing them also the flexibility to adapt the instruction to their own situations. Parents have indicated that skills acquired in clas are not always carried over into the home; but they do confirm that their children have acquired a greater sense of independence in self-care activities.

DISSEMINATION PLAN:

Dissemination activities have consisted largely of inservice presentations to: parents of TMR children i Lower Merion School District; parents and administrators in Upper Dublin School District; teachers and adm istrators in Philadelphia School District; supervisiors, psychologists and teacher within Montgomery County a the National Regional Resource Center; and teachers, aides and the administrator in Ken-Crest Institution. Papers on the project have been presented at the annual meetings of the American Association for "Mental Deficiency in Atlanta, Georgia (June, 1973) and the Council for Exceptional Children in New York City (April, 1974); a paper was presented at the American Association for Mental Deficiency's Annual Meeting in Toronto, Canada (June, 1974). A slide presentation has been made to the Montgomery County School Board of Directors' Convention (April, 1974).

Date completed or revised: 12/74

Completed by:

Phone:

Local Educational Agency	Abington Heights School District	**State Project Number**
Address:	E. Grove Street, Clarks Summit, Pa. 18411	72022
Project Director	Fred C. Oravec	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Staff Orientation to Middle School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Int. App.	6/1/72	5/31/73	$30,000	1972	$30,000
Cont.	6/1/73	5/31/74	16,000	1973	16,000
Cont.	6/1/74	5/31/75	8,000	1974	12,000
TOTAL			$54,000		$58,000

Proposed Termination Date 5/31/75

Projected Funding Level for total project period $58,000

TARGET POPULATION:

Students in grades 5, 6, 7 and 8 of the Abington Heights School attendance area are the target population of this project. The building when opened in September of 1974 will house approximately 1500 students. Approximately 90 percent are Caucasian and 10 percent of other ethnic origins. The socio-economic status of the families in the attendance area is primarily of middle class composition.

There will be 70 professional staff members assigned to the school including 2 full-time administrators, 15 paraprofessionals, and an equal number of nonprofessional parent volunteer to complement the professional staff.

The community is suburban and has a population of 18,000. The school district presently has an enrollment of 4117 students, with a total professional staff of 243 dispersed among 7 elementary schools, 1 junior high school, and 1 senior high school. In addition a K-8 non-public school serving 650 students is located in the community.

MAJOR OBJECTIVES:

The general objective of the project is to assure that those characteristics of the middle school framework and the semi-open plan physical plant are effectively utilized to provide a quality learning environment for the students of the Abington Heights Middle School. In behavorial terms, the objectives of the project are as follows:

1. The staff will be able to function in an nongraded interdisciplinary team teaching approach in the middle school.
2. Through in-service training the school personnel will better understand the middle school child and will be able to identify the child's developmental characteristics.
3. To rewrite curriculum that will be relevant for today's boys and girls.
4. To promote closer relationships between the child and the teacher through a school within a school organizational pattern.
5. To develop a nongraded program which will enable each student to learn at his own rate of ability and which takes into account each student's interests.
6. To disseminate all findings and developed materials to school districts that are anticipating similar programs or to school districts that request such information.

Project Title: Staff Orientation to Middle School	**State Project Number** 72022

ACTIVITIES:

Curriculum development, teacher orientation, student orientation, and community orientation will be the major activities which will take place during the project's three year period. Communittes made up of teachers, students, parents, and administrators will be assigned to project areas involving cirriculum development and orientation programs. Visitations and use of consultants will also be involved with the committee work. Clerical aides will also be hired to service all committees. Title III funds will also be used for summer workshops.

EVALUATION DESIGN:

No data available at this time. An evaluation committee will develop methods, procedures, and techniques which will be used to evaluate the success or failure in achieving the project's stated objectives. The committee will operate on a year-to-year basis but is expected to function as a committee during the project's three year period. Evaluative results will be available at the end of each project year.

DISSEMINATION PLAN:

The Abington Heights School District has a full time Public Relations Director. This person will begin to work with the project from its inception and will assume the responsibilities of developing a complete public relations program pertaining to the Title III Project. The responsibilities would include:

1. To continually inform the community, faculty, and school board members of the progress being made during the project period.
2. To develop a brochure of all aspects of the program.
3. To develop a slide and tape presentation of the Title III Project.
4. To disseminate information to local newspapers, radio stations, and T.V. Stations.
5. To disseminate information locally, nationally, and state wide.

Date completed or revised: 3/16/73	**Completed by:** Fred C. Oravec	**Phone:** 717-586-2511

Local Educational Agency Phoenixville Area School District
Address: 1120 S. Gay Street, Phoenixville, PA 19460
Project Director Constance B. Weiland

State Project Number 72023

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Learn

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	6/30/73	20,000	1972	20,000
Cont.	7/1/73	6/30/74	15,000	1973	15,000
TOTAL			35,000		35,000

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 45,000

TARGET POPULATION:

Students in grades 10, 11 and 12 of the Phoenixville Area Senior High School are the target population of this project. Enrollment for the current year ('72-73) is 900, of which approximately 94½ per cent are Caucasian, 4½ per cent are Negro and 1 per cent are of other ethnic origin. The socio-economic status of the families in the attendance area is composed of significant numbers from all class levels.

There are presently 56 staff members assigned to the school including 2 full-time administrators, 1 reading consultant (K-12) and no paraprofessionals.

The school district has an enrollment of 4,746 students, with a total professional staff of 275. The Phoenixville Area High School is the only high school in the district. Six public elementary schools (K-6), five parochial schools (1-8), two private schools (one K-6, one 1-8) and 1 junior high school feed students into the high school. Consequently, the high school population is drawn from both public and nonpublic agencies.

The community is suburban and semirural with one major industry (Phoenix Iron and Steel Company) and several light industries.

MAJOR OBJECTIVES:

This project was conceived in an attempt to fill a rather obvious educational void – a reading program for the high school. The general objective of the project is to enable each student to become versatile, confident reader with maximum comprehension and with speed appropriate to purpose in accordance to ability. In behavioral terms, the objectives of the program are as follows:

1. Design and implement a reading instructional program that relates reading skills to content learning, employs individualized instruction and accountability, maintains flexible scheduling, stresses an open reading center concept, provides for correctional needs and utilizes content teachers as the reading instructional staff.
2. Conduct pre- and in-service training for staff, designed to prepare teachers to implement appropriate motivational patterns for the instructional program. Maintain program that would enable project teachers and other interested professional personnel in the school district to participate and extend their own reading skills.
3. Design a pre-post-assessment of the cognitive and affective student gains resulting from reading instructional program.

ACTIVITIES:

The initial year of the project saw the implementation of the reading program as formulated by the reading committee composed of content teachers, guidance personnel, librarians, administration and the reading department. The sophomore developmental program was implemented in content classes in the Fall of 1972, with the introduction of the Learn materials developed by Russell G. Stauffer, Ph.D. and Jean Horton Berg, B.S., M.A. Content area teachers assisted the reading specialist in guiding, instructing,

Project Title: Project Learn	**State Project Number** 72023

ACTIVITIES (Continued)

and counseling the students in the program. The entire sophomore student body was involved in the program, which required approximately 60 hours of study.

The corrective reading program was phased into the program in January, 1972. Developed around multi-modal instructional materials and techniques, the Corrective Reading Center is the responsibility of the Reading Specialist, under the supervision of the Reading Coordinator. Students were scheduled individually and in small groups into the center for assistance with reading needs. In addition, the reading lab operated as an "open" center, being immediately available to any student in the high school requiring reading assistance. The reading center was used by students to learn new skills, erase skill deficiencies, improve current skills, prepare for college boards, extend vocabulary, and reinforce content area competency. Classes were held after school for those students unable to use the center during the regular school day.

The second year of the project will find a continuation of the sophomore developmental program, and the implementation of the junior developmental program. The junior program will involve the offering of courses to juniors in the areas of vocabulary development, content study skills, and improvement of reading rate and comprehension. The corrective program will be continued with those students in need of further assistance. The course will also be offered to faculty members of the district, and the reading committee will be expanded to include student and community representation.

The third year of the project, the senior developmental program will be instituted, and the corrective program will be continued. By this time a total high school reading program will be functioning in the Phoenixville Area School District.

EVALUATION DESIGN:

Evaluation methodology will consider both quantitative and qualitative changes in behavior. Standardized reading tests will measure cognitive achievement in basic skill areas and attitudinal measures will be utilized to assess the effect of the project on the affective perception of the participants.

Individual needs will be identified through formal and informal testing procedures, as well as, subjective teacher evaluations.

Longitudinal follow-up study will be implemented and data will be analyzed during the three years of the experimental program. A comparison study will be scheduled. Testing data obtained from students completing the program will be compared with testing data obtained from students not involved in "Project Learn".

FINDINGS TO DATE:

No data available at this time. Post testing program presently in progress.

DISSEMINATION PLAN:

Arrangement for periodic dissemination of information to school personnel, board members, administrators, students and the community will be included.

1. Board members will receive the initial report and periodic progress reports.
2. School personnel will constantly be informed and involved in the dissemination of information to students.
3. Parents will be informed through brochures, conferences and visitations.
4. Local news media will receive periodic news releases.
5. A slide presentation will be available to local and civic groups.
6. A film will be developed around the program as it is implemented next year. This will be an "on the spot" recording of what actually is happening in Phoenixville High School in reading.

Date completed or revised: 5/73	**Completed by:** Constance B. Weiland	**Phone:** (215) 933-8861

Local Educational Agency Fleetwood Area School District
Address: 409 North Richmond St., Fleetwood, Pa. 19522
Project Director Lewis I. Shollenberger, Elementary Principal

State Project Number 72024

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum for Open Plan Schools

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Title III	6/1/74	5/31/75	$1,905.00		
TOTAL					

Proposed Termination Date 5/31/75

Projected Funding Level for total project period __________

TARGET POPULATION:

Students in grades one, two, three, four and five from the Maidencreek Township area and students in grades four and five from the Richmond Township area are the target population for this project. The elementary school enrollment for the current (1973-74) school term is 834 students. There are twelve students with Spanish surnames most of which reside in the Maidencreek Township area. At present, the Fleetwood Area Elementary Schools encompass kindergarten through grade five. There are thirty-two elementary classroom teachers, There are three elementary schools. The Fleetwood Elementary building consists of eleven traditionally constructed classrooms. The Richmond Township Elementary School consists of seven traditionally constructed classrooms and a four classroom cluster in open space. The Andrew Maier Elementary School in Maidencreek Township consists of a self-contained kindergarten classroom, a self-contained special education classroom, modified open space for grades one and two, and a six classroom cluster in open space for grades three, four and five. In addition, there are two non-public Mennonite schools in our school district serving approximately sixty students who reside in our school district.

MAJOR OBJECTIVES:

The major objective of this proposed project is to assure that we provide a quality educational program for the Fleetwood Area Elementary students when we utilize our new elementary open space additions.

1. Teachers must be able to identify long and short range concepts, attitudes, and habits of children and likewise plan programs accordingly.
2. Teachers must learn to work as an instructional team.
3. Teachers and pupils must learn how to effectively utilize an instructional media center.
4. Students will learn to become more independent learners.
5. The staff will design evaluative techniques to measure changes and progress which have occurred as a result of our new open space curriculum.

ACTIVITIES:

The major activity involved with this proposed project will be a training program for staff members who will be teaching in our new open space classrooms. This training program will involve a one week in-service program at Millersville State College in June, 1974, and one week of evaluation and planning in our local school district to prepare for our five week summer school program in our school district. This five week summer school program will be conducted in an open space atmosphere utilizing open space techniques learned at Millersville. Following this five week summer school program, which will

Project Title: Curriculum for Open Plan Schools

State Project Number 72024

be basically a remedial language arts program, the staff will spend another week evaluating the summer school program.

EVALUATION DESIGN:

Evaluation methodology will be of two types. First, standardized achievement tests will be given before the five week summer program begins and again at the end of the summer school program. These test results will be compared to district, state and national norms. In addition to measuring the achievement growth of the individual student, we will be using some form of an attitudinal standardized test to measure the child's attitude toward learning and school before and after the five week summer program.

FINDINGS TO DATE:

It has been our experience that our summer school program has done much for the individual student's attitude toward learning. The achievement test results did not show a high rate of gain but the child's attitude in many cases was more favorable toward reading, learning and school as a result of attendance in our summer school program. The type of summer school program that we have conducted in the past has not been the type of educational program that we have been able to conduct during our regular school term. With the open space additions, we will be able to be more flexible using a greater variety of techniques in our proposed student focused curriculum.

DISSEMINATION PLAN:

Several dissemination activities have begun. We have utilized our "Report to the Community" publication which goes to the homes of our pupils four times a year. Secondly, we have had several public meetings at which time we presented programs on open space education.

PROGRESS TOWARD ADOPTION:

We just recently occupied the two new open space additions. The teachers involved in the open space program have received adequate in-service training or will receive the training this summer.

Date completed or revised: 4/1/74

Completed by: Lewis I. Shollenberger, El. Pr.

Phone: 215–926–2503

Local Educational Agency	Tredyffrin/Easttown School District	**State Project Number**
Address:	95 Howellville Rd., Berwyn, Pa. 19312	72025
Project Director	Mr. Stoughton Watts, Principal, Paoli Elementary School	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: L.E.A.P. – Language Experiences at Paoli

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	6/30/73	$44,000.00	1972	$44,000.00
Cont.	7/1/73	6/30/74	8,624.00	1973	8,624.00
Cont.	7/74	6/30/75	4,312.00	1974	4,312.00
TOTAL			$56,936.00		$56,936.00

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $56,936.00

TARGET POPULATION:

Students in the Primary Team (ages 5-7) and the Middle Team (ages 8-9) of the Paoli Elementary School are the target population for this Project. Enrollment for the current school year, 1973-1974, in the teams involved is 202.

There are presently 13 teachers assigned to the pupils directly involved in the Project. In addition, there are two paraprofessionals assigned to the two teams at the Paoli School.

The community is suburban and residential in nature. The population of the two townships that comprise the school district totals 32,902 according to the 1970 census data. The school district has an enrollment of 7,444 with a total professional staff of 457 dispersed among 8 elementary schools, two junior high schools, and one senior high school.

Approximately 23% of the pupils involved are classified as disadvantaged according to E.S.E.A. Title I guidelines. Approximately 20% are Negro and 80% Caucasian. The socio-economic status of the families in the attendance area range from lower and middle class to high socio-economic levels.

MAJOR OBJECTIVE:

The basic objective of the Project is to improve the reading and communication skills of the pupils.

Two basic objectives designed to develop a better learning situation in regard to Reading-Language Arts instruction are: (1) develop the teachers' ability to successfully use the Language Experience Approach at the primary and middle team levels and (2) encourage parents of pre-school and school age children, through training sessions, to provide meaningful language experiences in the home environment.

ACTIVITIES:

Project activities during the first year of the Project focused on (1) teacher training through summer workshops, seminars during the school year, visitations to other schools and classroom consultations whereby experts in the field of language experience demonstrated techniques, supervised the program, and conducted conferences with the teachers; (2) parent training sessions whereby parents of pre-school (ages 3 and 4) and primary (ages 5, 6, 7) children received kits of materials, as well as training as to the proper use of the materials, in developing language experiences with children in the home environment.

The second year of the Project provided for a modified continuation of the teacher training program through a summer workshop and the continuation of the parent involvement program. Additional programs resulting from the Project included: (1) the primary team developed and utilized a form of open space teaching; (2) development of a learning center specifically designed to aid pupils in language development; (3) the formation of a pre-school parent's group designed to further enhance the parent

Project Title: Language Experiences at Paoli (LEAP)	**State Project Number** 72025

training program.

EVALUATION DESIGN:

The evaluation will be a constant, on-going process. Attention will be given to the planning procedures, instructional strategies, use of material, and pupil/teacher interaction demonstrated by the team in day-to-day classroom involvement. A file, assessing individual teacher growth, organized according to the anticipated outcomes, is maintained, In addition, standardized tests to determine pupil progress will be administered during the course of the Project.

Questionnaires to the parents, as well as semi-structured interviews with the parents, will be utilized in an attempt to determine the effectiveness of the parent involvement phase of the program.

FINDINGS TO DATE:

No statistical data available at this time. Informal measures of student, teacher, and parent attitudes indicate significant gains.

DISSEMINATION PLANS:

A sound-slide presentation has been developed and utilized with various teacher, administration, Board of Education, and community groups in order to acquaint them with the Project. Local newspaper coverage and news bulletins to professional staff, parents, and the community have been used during the first and second years and will be continued.

Date completed or revised: 5/6/74	**Completed by:** Weston C. Opdyke	**Phone:** 215-644-6600

Local Educational Agency **Address:** **Project Director**	School District of Pittsburgh, Pennsylvania 341 S. Bellefield Avenue, Pittsburgh, Pennsylvania 15213	**State Project Number** 72026

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Middle School Planning

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	7/31/73	65,312	1972	65,312.00
Cont.	8/1/73	7/31/74	59,200	1973	59,200.00
Cont.	8/1/74	7/31/75	52,972	1974	52,972.00
TOTAL			177,484		177,484.00

Proposed Termination Date 7/31/75

Projected Funding Level for total project period 177,484.00

TARGET POPULATION:

Approximately 3000 inter-city students in grades 6, 7, and 8 of the Columbus, Arsenal, and Greenway Middle Schools and 1600 inner-city students in grades 6, 7, and 8 of the Herron Hill, East Hills, Latimer and McNaugher Middle Grade Centers are the target population of this project. Of the 4600 students, approximately 36% are Negro and 64% are Caucasian. The socio-economic status of the families is primarily lower and lower-middle class.

There will be approximately 260 professional staff assigned to the schools including administrative and counseling staff.

MAJOR OBJECTIVES:

A needs assessment has been conducted among 50 Middle School teachers, from this assessment the following general objectives will meet these needs.

1. Plan and develop curriculum materials which will be necessary to fully implement the middle school interdisciplinary program throughout the school district.
2. Unify the efforts of the academic interdisciplinary teams, and the fine and practical arts teams by developing and implementing the concept of career education in the total middle school program.
3. Develop a model to meet the learning needs and styles of handicapped students in order to integrate these students into a regular educational program and at the same time do this in such a way as to protect their self-concept.
4. Provide in-service training of staff in competencies specific to the middle school interdisciplinary instructional program.
5. Involve parents and community agencies as necessary resources needed to continue the development and implementation of the co-curricular, affective, and interdisciplinary program.

ACTIVITIES:

The development of curriculum materials such as learning modules and learning activities packages will be prepared by teachers and students to unify the academic interdisciplinary teams, and the fine and practical arts teams. A career education and mainstreaming of handicapped students instructional program will be designed by the middle school teachers.

In-service training of the staff in competencies specific to the Middle School instructional program will be conducted by community and school district consultants.

Students will be involved in a program which will develop student initiation and self-reliance in problem solving and will help the student to incorporate procedures in decision-making.

Project Title: Middle School Planning	**State Project Number** 72026

EVALUATION DESIGN:

The project will be evaluated by the Office of Measurement and Evaluation, University of Pittsburgh. Under the action-research model of planning, criterion measures have been used throughout the planning process. Instruments have been developed for measuring variables such as staff interdependence in interdisciplinary planning and teaming and pupil-teacher relationships. The Sinclair Survey was administered to the students in the project measuring the variable student attitude and social behavior.

FINDINGS TO DATE:

Data will be available after July 31, 1974.

DISSEMINATION PLAN:

The Middle School Central Staff have presented the concepts of the Middle School Program via local television and radio broadcasts. The Middle School Central Staff will continue to disseminate the Middle School Program to community groups, P.T.A.'s, Civic groups and other school districts. In addition, illustrated brochures and middle school literature will continue to be developed and disseminated to staff and the public. A slide presentation on the Middle School Program has been prepared and shown to the staff, students, and the public. Arsenal, Columbus, and Greenway will continue to be open to visitors as middle school demonstration sites.

PROGRESS TOWARD ADOPTION:

As a result of the project to date, the two existing middle schools, Arsenal and Columbus, have piloted some of the middle school concepts such as interdisciplinary teaming, modified open classroom instruction, mini-courses, career education, and exploratory co-curricular activities during this school year. The newly constructed Greenway Middle School will pilot these concepts during the coming school year.

The Pittsburgh Board of Education voted to reorganize school administration beginning with the January, 1974 fiscal year. This reorganization created a Department of Middle/Junior High Schools with its own superintendent and Director of Instruction. With this reorganization comes a proportionate allocation of mainstream budget. The Pittsburgh Board of Education adopted the "Middle School Guidelines" as the Middle School plan for the Pittsburgh School District.

Date completed or revised: 5/20/74	**Completed by:** Ann Moniot	**Phone:** 412-682-1700

Local Educational Agency	School District of Pittsburgh, Pennsylvania	**State Project Number**	
Address:	341 S. Bellefield Avenue, Pittsburgh, Pa. 15213	72027	
Project Director	Mary Jane Duda		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing A K-5 Reading System

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	6/30/73	50,500	1972	50,500
Cont.	7/1/73	6/30/74	49,556	1973	49,556
Cont.	7/1/74	6/30/75	54,278	1974	54,334
TOTAL			154,334		154,334

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 154,334

TARGET POPULATION:

Students in grades K-5 from five Pittsburgh inner-city schools are the target population of this project. Two of these schools have not been identified at the time of this writing, but these schools will be similar in size, organization and socio-economic composition to the first, the original development school. The development school has an enrollment of about 800 students, grades K-7, 99% Negro. The enrollment for grades K-5 averages about 100 students per grade. The socio-economic status of the families is lower and lower-middle class. The school is staffed with about thirty teachers, two administrators, several non-teaching professionals and six paraprofessionals.

MAJOR OBJECTIVES:

The overall objective for the project is to develop and diffuse a K-5 reading system for inner-city schools which increases reading achievement at all grade levels for these schools. Specific objectives for the third year of the project include the following: (1) incorporating curriculum modifications in both the primary and intermediate phases; (2) assessing the effectiveness of the ongoing program at grade 5; (3) maintaining the high level of program outcomes at all grades; (4) installing the system in two additional schools and continued assessing and improving the replicability of the system; (5) orienting project parents in new schools; (6) pilot new components for Kindergarten and grade 1.

ACTIVITIES:

Specific activities for the third year of the project will include: (1) training Kindergarten teachers for incorporating new instructional procedures; (2) ordering materials and supplies for installing the reading system in two new schools; (3) training about thirty teachers in two new project schools; (4) meeting with parents to define the role of the parent and family in encouraging reading success; (5) planning and conducting dissemination workshops; (6) administering tests and analyzing test results.

EVALUATION DESIGN:

Reading achievement will be assessed by administering two different standardized measures and comparing raw scores with the results for the control school. The control school was selected by finding the best possible match for the development school on the following variables: (1) size and organization of the school; (2) racial composition of the student body; (3) measured IQ; (4) average annual family income; (5) percent of families with father as the head of household; (6) occupational classification of head of household; (7) family mobility. The project and control schools are well matched except that IQ favors the control school.

EVALUATION DESIGN: (Continued)

The reading subtests of the Metropolitan Achievement Test, 1970 version, will be administered on a group basis, grade by grade. The Wide Range Achievement Test, Reading subtest, will be administered to each child individually. Results should indicate superior performance in the development school for grades 1-5 by May 1975.

FINDINGS TO DATE:

In May 1973 achievement was significantly greater for the development school than for the control school on the following measures: grade 1 – the Reading subtest of the Wide Range Achievement Test and the Word Analysis and Word Knowledge subtests of the Metropolitan Achievement Test; grades 2-3 – the Reading subtest of the Wide Range Achievement Test and the Word Knowledge and Reading subtests of the Metropolitan Achievement Test.

DISSEMINATION PLAN:

This program has been selected by Right-To-Read as one of the 25 most successful reading programs in the United States. Right-To-Read is making plans to publicize the program to other school systems across the country. The five Pittsburgh project schools will serve as demonstration sites.

PROGRESS TOWARD ADOPTION:

The reading system has been adopted by John Morrow Elementary School (with non-project funds). Purchase of instructional material for new project schools is being supported largely through school system funds

Date completed or revised: 4/23/74 **Completed by:** Mary Jane Duda **Phone:** 412-322-5524

Local Educational Agency	Governor Mifflin School District	**State Project Number**	72028
Address:	10 S. Waverly Street, Shillington, Penna. 19607		
Project Director	Kermit C. Bartholomew, Intermediate School Coordinator		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Governor Mifflin Intermediate School Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	5/1/72	5/31/73	$34,000.00	1972	$34,000.00
TOTAL			$34,000.00		$34,000.00

Proposed Termination Date 5/31/75

Projected Funding Level for total project period $34,000.00

TARGET POPULATION:

Elementary students, teachers, and their parents residing in the Governor Mifflin School District. The present elementary enrollment is 4,800 pupils and this mainly suburban community school district will cover 40 square miles.

The major emphasis of this project will be to provide an adequate in-service program to facilitate the transition of our fifth and sixth grades from a traditional, self-contained classroom program and physical plant, to innovative approaches to the educational process. The innovative factors will include such items as an open environment, team teaching, and media-oriented instruction, an expanded curriculum to specifically meet the needs of the preadolescent.

A newly constructed, modified open space "building" is planned to be in operation by September of 1974.

MAJOR OBJECTIVES:

Upon completion of the proposed three-year in-service education program, project participants shall satisfactorily demonstrate the achievement of the project's objectives.

PROCESS:

1. The *teachers* will attend and participate in a Summer Happening at Millersville State College, and in the Governor Mifflin School District, during the summers of 1972 (Phase I), 1973 (Phase III), and 1974 (Phase V), and, as a result of this attendance and participation, will gain teaching experience in the open space philosophy, and will demonstrate a utilization of the curriculum they have developed, by conducting a pilot project at the Gouglersville Intermediate School and Yocum Sixth Grade Center during the 1972-73 school year (Phase II), as well as incorporating this developed curriculum into the 1973-74 school year (Phase IV) program.
2. The *teachers* will meet a minimum of once every nine weeks, with an outside consultant from one of the subject matter disciplines or instructional procedures area (mathematics, science, linguistics, humanities, social science, or curriculum integration, etc.) and will transfer the concepts gained from these seminars to the program design and organizational plan for the new school. The staff of the non-public school, located in the Governor Mifflin School District, will be invited to participate in these meetings.

Project Title: Governor Mifflin Intermediate School Project	**State Project Number** 72028

INSTRUCTIONAL:

Given a: video-tape recorder and camera, 16 mm. sound projector, 35 mm. slide projector, cassette record player, overhead projector or opaque projector, the *teacher* and *learner* will demonstrate the ability to operate this "hardware" and its related "software" in a classroom situation.

ACTIVITIES:

1. Each staff member will participate in one of the scheduled "Summer Happenings": "Summer Happenings" will include:
   a. A two-week intensive in-service workshop at Millersville State College for program design and development by the participating teachers. Phase I: July 3-14, 1972
   b. A four-week summer school "open philosophy" teaching experience at Governor Mifflin, at which time, teachers will have the opportunity to implement the teaching methods and programs designed at the two-week workshop at Millersville State College. Phase II: July 17-August 11, 1972
   c. A three-day in-service program will be scheduled to evaluate the "Summer Happening", as well as determine what methods and materials will be projected into the pilot project (Phase II). August 14, 15, 16, 1972
2. In-service media-oriented workshops will be scheduled under the direction of the school district's instructional media coordinator. (Phases I, II, III, IV, and V). A limited amount of "hardware" will be loaned to the nonpublic school, located in the Governor Mifflin School District, to facilitate implementation of concepts gained in the three-week summer course, and from the consultants. The staff of the school will be invited to attend these media-oriented workshops.

EVALUATION DESIGN:

Two members of the Pennsylvania Department of Education, ESEA Title III evaluation team will visit the project on August 2, 3, and 4, 1972, to assess whether the objectives are being met, as stated. The Millersville State College Educational Development Center Staff will assess the objectives of the project periodically to see if the goals stated are being met. An outside visitation team from schools that have demonstrated success in implementing the Open Space Philosophy will be invited to assess the goals stated on a three-day evaluation. A video-tape overview will be developed for design evaluation purposes. The video-tape technique will also be used by individual staff members as a self-evaluation method of evaluation.

DISSEMINATION PLAN:

It is planned that a brochure for community and staff understanding will be developed and disseminated about the project as it progresses. It is also planned that a video-taped overview of the project will be made and be available for in-service for new staff members in future years. Local press release will also be used to keep the community informed of the project through each of the phases.

PROGRESS TOWARD ADOPTION:

No real data is yet available.

Date completed or revised: 5/16/72	**Completed by:** Kermit C. Bartholomew	**Phone:** 215-777-7858

Local Educational Agency West Chester Area School District
Address: 320 North Church Street, West Chester
Project Director Mrs. Barbara Nnoka

State Project Number 72029

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Improving the Self Concept of Adolescent, Neglected Girls as a Way of Increasing their Study Skills

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/31/73	18,000	1972-73	18,000
2nd yr.	9/1/73	6/30/74	7,200	1973-74	7,200
TOTAL					25,200

Proposed Termination Date 6/30/74 **Projected Funding Level for total project period** 0.3987%

TARGET POPULATION:

This is a project to improve the self concept of adolescent neglected girls as a way to increase their study skills. There are 22 black girls in residence at Friends Shelter, Cheyney, where after-school tutorial, social and academic counseling will take place during the regular school year. Each girl was assigned to the Shelter because of unfavorable home conditions that militated against both their social and academic development. The project will employ one part-time teacher/supervisor, and will use the services of 8 female students enrolled at Cheyney State College, on whose grounds the Shelter is located. The theory supporting the program is that through closely supervised and highly individualized social and study-skill counseling by college girls, some of whom come from neighborhoods similar to the Shelter residence, and who have achieved some measure of success, the adolescents will identify with them more closely and begin to develop more positive self images. It is believed further that the increased self esteem will make the girls believe more fully in their own capacity to achieve and will be motivated to attempt academic work on a higher level than presently. Equipment and materials purchased with the initial year's funds will continue to be used in the academic and study skills areas particularly.

During the pilot year of the program most efforts were directed toward improving the reading skills of these adolescent girls. The efforts met with some success; but experience, evaluation, and reduced funding suggested strongly a program revision more consistent with the needs of the girls and the abilities of the staff to meet those needs. More systematic monitoring, measurement, and a stronger relationship between project staff and school staff are important parts of the project.

STATEMENT OF OBJECTIVES IN BEHAVIORAL TERMS:

1. Demonstrated improvement in the self concept by observed and recorded (a) self control and personal grooming, (b) interpersonal relationships with resident peers, staff, classmates and teaching staff.
2. Demonstrated increased interest in and willingness to more regularly and completely follow through with homework assignments.
3. Demonstrated and observed better listening skills measured by logged hours with cassettes and teaching materials purchased with funds from the previous year, and by conferences with teachers who will assist in observing and measuring.
4. Measurably improved school attendance.
5. Subjective evaluations of interest in attending school and unwillingness to miss a day of classes.
6. Demonstrated improved competency and self assurance in all the language art skills.
7. Better individual and group average grades in subject areas or a more thorough study of why Friends Shelter residents do not achieve as well as their age and grade mates.

Project Title:	Improving the Self Concept of Adolescent, Neglected Girls as a Way of Increasing their Study Skills	**State Project Number** 72029

ACTIVITIES:

The supervisor/teacher will manage the program, train, and monitor the college tutors. She will work closely with the Shelter Director and other Shelter staff to show them how they might better support the goals of the program. She will also work more closely with the teachers of the girls, arranging conferences, class visits, and even visits to the Shelter where possible. She will explain more fully the goals of the program and enlist the teacher's help in measuring goal attainment. One half of the supervisory teacher's salary will be supported with Title III funds and the other half will be supported by the Shelter Budget and other funds. The supervisor/teacher will work on Monday through Thursday from 2:00 to 10:00 P.M. and on Fridays from 8:00 A.M. to 4:00 P.M. The tutors will work various hours for an average of four hours a week. Each tutor will be assigned to work with approximately three girls.

The above changes in the program are consistent generally with the recommendations of the PDE Evaluation Team and local assessments in that:

a. inservice training will be a stronger and more continuous procedure,
b. student tutors will be selected more carefully,
c. the stronger relationship between the Shelter and Cheyney State College will make possible the wider use of college materials and quiet facilities for study and tutoring,
d. the relationship between the Shelter staff and teachers will be enhanced through ongoing visitation and consultation,
e. insufficiencies of testing previously due to student resistance to being tested will be reduced through use of more pragmatic devices that obviate the consent of students generally, and through motivation to have the girls more fully understand the reasons for assessment and have greater confidence in their capacity to perform on an acceptable level.

Date completed or revised: 8/8/73	**Completed by** Marvin W. Rogers	**Phone:** (215) 696-2570

Local Educational Agency	Central Susquehanna Intermediate Unit	**State Project Number** 72030
Address:	P.O. Box 213, Lewisburg, Pa. 17837	
Project Director	Dr. J. William Moore	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Competency-Based Certificate II Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/12/72	6/11/73	$50,984.00	1972	$50,984.00
Cont.	6/12/73	6/11/74	33,787.00	1973	33,787.00
Cont.	6/12/74	6/11/75	16,894.00	1974	
TOTAL			$101,665.00		

Proposed Termination Date 6/11/75 **Projected Funding Level for total project period** $101,665.00

TARGET POPULATION:

The present proposal is a request for funds to support the development, implementation, and evaluation of a competency-based accountability system as a basis for providing the instructional Specialist II certification. The program described in this proposal will be under the direction of Intermediate Unit 16 and is the third year of a three year program. The program will involve approximately 20 teachers this year from the combined public and non-public schools of the five counties in I.U. 16. Teachers in the program will participate in criterion referenced, individually prescribed classroom centered in-service training programs, focusing on process type teaching behaviors.

MAJOR OBJECTIVES:

The CSIU sponsored Competency Based Certificate II Program is designed to improve the competencies of non-permanently certified teachers in four areas: (1) the teacher's ability to control the events occurring in a classroom rather than merely responding to activities or behaviors as they occur; (2) the teacher's ability to apply the use of motivation and feedback to create attending behavior and enthusiasm in the classroom; (3) the teacher's ability to organize and classify his content material so that it will be presented most effectively, and (4) the teacher's ability to select the instructional method (teacher, media, programmed instruction, etc.), which will insure most effective and efficient use of his time.

ACTIVITIES:

During the period of June 1 through August 31, 1974, a number of activities will be completed. These will include (1) an analysis of data collected through pilot testing the evaluation procedures; (2) the revision and further development of evaluation materials, and the revision and development of the total instructional system; (3) the recruitment of staff from previously non-participating districts for the 1974-75 academic year's program; and (4) an evaluation of the total system by members of the Bureau of Teacher Certification, the Superintendents of the participating school districts and the Intermediate Unit project staff.

During the period from September, 1974 to June 1, 1975, the program will continue classroom-type activities with participating teachers involved. It is assumed that the types of interactions will include teachers interested in acquiring competencies at any of the four levels; that is, some will be beginning teachers while others will have one or two years of experience in the program. Final evaluation data will be collected during the last month of this period.

Project Title: Competency Based Certificate II Program

State Project Number 72030

EVALUATION DESIGN:

Evaluation will take the form of comparing gain scores on teaching behaviors for teachers participating in the investigation and a randomly selected group of teachers who have not. Since participating teachers will be requiring different competencies, four different comparisons will be required (one for each competency). Participating teachers in the third year will include a) first year experimental teachers who wish to continue, b) those first year control teachers who wish to participate, c) teachers who completed two years of the project, and d) new teachers.

FINDINGS TO DATE:

Analysis of the data from the first year of the project indicates that the objectives were achieved. Participating teachers were more successful in controlling their own behavior than the control teachers as evidenced by a positive correlation on post tests between the teacher's perceived need for each student and the amount of attention that student receives. The experimental group also displays a wider range of behaviors related to motivation and feedback. Instances of non-attention by students are decreasing in the classes of the experimental teachers while increasing in control teachers' classes. Data from the second year have been collected but have not been analyzed. This analysis will be completed in June, 1974.

DISSEMINATION PLAN:

Documentation and Dissemination is being accomplished through a year-end summary report, meetings, newsletters, personal contacts, in-service training in other districts, and presentations at state and national conferences.

PROGRESS TOWARD ADOPTION:

During the second year of the program, local support was increased from about 20% to about 30% of the total cost of the program. As local administrators are being trained as evaluators for participating teachers, local school interest and participation has increased; also, the CSIU is considering the program for part of its in-service package to be offered to local districts.

Date completed or revised: 5/10/74

Completed by: John E. Lutz, J. William Moore

Phone: 717-524-4431

Local Educational Agency	Brockway Area School District	**State Project Number**
Address:	95 North Street, Brockway, Pennsylvania 15824	72031
Project Director	James Manners	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Mini-Courses Implemented Through Media

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	6/30/73	30,000.00	1972	30,000.00
Cont.	7/1/73	6/30/74	21,472.50	1973	21,472.00
Cont.	7/1/74	6/30/75	10,736.00	1974	10,736.00
TOTAL			62,208.00		62,208.00

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 62,208.00

TARGET POPULATION:

The school district community is composed of one borough, and three townships and part of a fourth township which chose to enter the Brockway Area School District beginning July 1, 1973. The borough population according to 1970 census is 2526. Rural population is 4772. This gives a total population of 7298. Students in grades 10, 11, and 12 of the Brockway Area School District attendance area are the target population of this project. Enrollment for the current year (1973-1974) is 367 of which 100 percent are Caucasian. The socio-economic status of the families in the attendance area is primarily middle class and lower-middle class composition.

There are presently 36 secondary professional staff members including 1 full-time administrator, and one teacher aide.

The community is rural in nature with four industries (one major, three minor). The school district has an enrollment of 1818 students with a total professional staff of 76 dispersed among 3 elementary schools and 1 junior-senior high school. There are no non-public schools within the boundaries of the school district.

MAJOR OBJECTIVES:

The general objective of the project is to continue to revise and expand mini-course offerings in Social Studies and Language Arts with the addition in 1974-75 of minimal mini-course offerings in Science, Mathematics, Music, Art, Industrial Arts, Home Economics and Agriculture. This has been requested by the students and endorsed by the administration, faculty and Board of Education as a means to give the Students more individual selection in these two fields in relation to their personal fulfillment and career development.

The proposed plan will attempt to change the following:

1. Revamp the curriculum to better meet student needs
2. Expose instructors to new techniques and materials
3. Alleviate overcrowded classrooms

ACTIVITIES:

Mini-courses are now implemented in Social Studies and Language Arts with an abundance of media for use in both fields. Students and teachers have taken a close look at present offerings and needs of students and have designed a revised course of studies for 1973-1974. Several courses have been deleted, a few were found too extensive for one nine week period and areas needing more coverage have had new courses inserted. This revision is an on-going project. The staff in the fields just beginning mini-course

Project Title: Mini-courses Implemented Through Media	**State Project Number** 72031

ACTIVITIES: (Continued)

offerings have in some cases eliminated a full year elective course and replaced it with four nine week mini-courses, giving students the opportunity of choosing in a variety of disciplines rather than looking into one for the entire year. In other areas, the mini-courses have added as an extention of the regularly offered program of the studies. In-service was held for the staff involved with this project during the summer of 1972 during which time objectives and course descriptions written and prepared for distribution. During the school years several evenings were utilized for evaluation, revision and course selection for future use. In-service work for the remainder of the 1973-74 this project will involve continued evaluation and revision of the program of studies for 1974-75 as well as exposure to new methods and strategies for the classroom.

EVALUATION DESIGN:

In the fall of 1973 a questionnaire was sent to graduates of the class of 1971 and 1972, who had been involved in mini courses for one or two years. We had a 50% return of the questionnaires. At the end of the third nine weeks period of the 1973-74 term the students and teachers were given questionnaires and asked for comments and suggestions on the entire mini-course program.

At the end of the 1972-73 term the guidance department administered an achievement test to all students in grades seven to twelve and this will be done at the end of 1973-74 as well. Strengths and weaknesses should begin to be defined more precisely in this second testing.

A student committee, chosen at random, also meets periodically to discuss with the supervisors and among themselves the strengths and weaknesses of the program.

FINDINGS TO DATE:

The Graduate Survey conducted in December 1973 showed a strong acceptance of the mini-course program. Expansion into other fields was suggested by many of the graduates.

The student survey shows students enjoying most of the mini-courses and being very frank in their positive and negative criticisms. The great majority of the comments are of a positive nature. The students definitely do not want to revert to year long administrative reactions duplicate the students reaction.

Standardized test material available at this time supports the program. More conclusive information is anticipated following May, 1974 testing.

DISSEMINATION PLAN:

A booklet of course descriptions has been prepared and also a formal course of study book has been developed and is in the process of being developed. These booklets are available to students, visitors and anyone who inquires about the program. On-site visits will be welcomed and local personnel are available to describe the program and answer questions.

PROGRESS TOWARD ADOPTION:

The Local Education Agency has supported the installation of mini-courses in Language Arts and Social Studies by retaining the two teachers involved with this program for 1973-74 school year. Additional personnel has been promised as needed. The Board of Education has also approved the expansion on mini-courses into new fields.

Date completed or revised: 5/74	**Completed by:** James Manners	**Phone:** 814-268-4075

Local Educational Agency **Address:** **Project Director**	School District of Pittsburgh, Pennsylvania 341 S. Bellefield Avenue, Pittsburgh, Pennsylvania 15213 Harry B. Singer	**State Project Number** 72032

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: The Human Development Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/31/73	51,268	1972	51,268
Cont.	9/1/73	8/31/74	52,696	1973	52,696
Cont.	9/1/74	8/31/75	57,603	1974	57,603
TOTAL			161,567		161,567

Proposed Termination Date 8/31/75 **Projected Funding Level for total project period** $161,567

TARGET POPULATION:

Students in grades four through eight from across the school system are the target population of this project. The socio-economic status of these students is primarily of lower and lower-middle class. Approximately 41% are Negro and 58% are Caucasian.

Approximately 100 teachers, 50 administrative and supportive personnel and 1400 students in grades four through eight were involved in the program in the first two years. Approximately 50 more teachers and 600 additional students in grades four through eight will be included in the third year.

MAJOR OBJECTIVES:

The overall project mission is to adapt and refine the Human Development Program for certain specified grades in Pittsburgh schools.

Subgoals of this mission are:

1. To develop a program for district-wide, voluntary adoption of the HDP in the specified grades.
2. To develop a training system for preparing teachers and others to implement the program (i.e., Phase I training).
3. To implement a program of continuing in-service training to maximize personal and professional growth for HDP teachers and encourage maintenance of the program (i.e., Phase II training).
4. To evaluate effects of the program on students and teachers.

The specific objectives for the third year are:

1. To complete the development of the training system through replication, evaluation, and revision; train an additional 50 teachers.
2. To develop resources for continuing the HDP adoption program beyond Title III funding through training members of supervisory instructional staff, coordinators, and counselors for leadership roles in the program.
3. To conduct continuing in-service training for HDP teachers (i.e., Phase II training) through use of existing training systems such as Northwest Regional Educational Laboratory.
4. To develop parent support through conducting orientational and/or training meetings.
5. To develop and produce curriculum guides.
6. To evaluate program effects.

Project Title: The Human Development Program	**State Project Number** 72032

ACTIVITIES:

Training will be conducted for new project teachers (Phase I training), supervisory instructional staff, school coordinators and counselors throughout the school year in cycles of thirty-seven and one-half hours each, followed by several months of field supervision. Phase II training (for teachers and others already implementing the program) will be conducted on Saturdays through out the school year for first year and second year project teachers. Evaluation, revision, and packaging of training systems will be carried on in conjunction with the conduct of the workshops. Orientational meetings for project schools, central administrative staff, and for parent groups will be conducted throughout the school year.

EVALUATION DESIGN:

In the first year the program was evaluated by administering the California Personality Inventory as a pre and post test in October and June to project teachers and a control group. Gain scores were computed for thirty empathy items of the test.

In the second year the program was evaluated by administering tests to both project teachers and project students in a pre and post test design. The teachers were administered the Interpersonal Relationship Scale at the beginning of the training period this year and were retested in May. In November, 400 project students were administered selected subscales of an attitudinal measure (peers, schools, teacher) and were retested in May.

FINDINGS TO DATE:

For the first group of project teachers as compared with the control group, the results were in the predicted direction, but were not statistically significant.

The results of pre and post testing of teachers and students in the second year are being prepared. A full report will be available in July, 1974.

DISSEMINATION PLAN:

Experience has shown that classroom observation is not a good way to disseminate the Human Development Program, as the presence of visitors during the circle sessions tends to disrupt the psychological climate of the circle. As an alternative, video-recordings of circle sessions have been made. These are being used for orientational workshops and meetings with schools, administrative groups, parents, and community groups. In addition, printed materials have been developed.

PROGRESS TOWARD ADOPTION:

The program began as a pilot project in three Pittsburgh schools. At the end of the second year the program is being implemented in eighteen Pittsburgh schools.

Date completed or revised: 6/24/74	**Completed by:** Mary Jane Duda	**Phone:** 412-322-5524

Local Educational Agency	Nazareth Area School District	**State Project Number**
Address:	2 Center Square, Nazareth, PA 18064	72033
Project Director	(Mrs.) Beryl S. Brock	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Orientation/Training/Extending Nongraded-Open Space

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Init.	7/1/72	6/30/73	23,000	1972	23,000
Cont.	7/1/73	6/30/74	10,600	1973	10,600
	7/1/74	6/30/75	5,300	1974	5,300
TOTAL					38,900

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 38,900

TARGET POPULATION:

The students in the Lower Nazareth School attendance area of the Nazareth Area School District are the target population of this project. The total school enrollment for 1973-74 is projected at 348, of which 98 per cent are Caucasian and less than two per cent are of other ethnic origins. A full range of socio-economic situations exists among the families in the target area.

A total of 15 professional staff members and six paraprofessionals will make up the instructional staff of the school. The training covered by this program is directed toward the professional staff members.

The area served by the target area school is rural with some industry. The population of this area is approximately 2,400. The entire school district has an enrollment of 3,471 students, with a total professional staff of 167 in six elementary schools, one junior high school, and a senior high school. In addition, 528 students are attending non-public schools serving the area.

MAJOR OBJECTIVES:

The project will extend and further develop a successfully operating nongraded program (k-3) by orientation and training into an open concept program (K-6) for utilization of new open space facilities which will be available in 1973-74 school term.

The major objective is to provide training and orientation to the staff of the new facility as well as to the community through in-service activities and on-site visitations by qualified consultants. Further, it is the intent of the project to develop open democratic modes of existence in the open space school through sensitivity training and other methods of teacher in-service.

ACTIVITIES:

Summer 1972 - July 17 - August 4

Participation in Education 532W at Millersville State College campus. This workshop dealt mainly with open concept as a prerequisite in development of open concept courses of study.

Fall 1972

Millersville State College has conducted a course/workshop for the Nazareth Area personnel in Nazareth. The administration and summer participants were involved in developing a syllabus for this course/workshop, which was designed for the Nazareth Area instructional staff and taught by Millersville staff members, who are experienced in open concept programs.

Spring 1973

There have been a minimum of twenty consultant days for follow-up from the Fall 1972 course/workshop to continue developing curriculum, courses of study, learning stations, and continuous reviewing and evaluating of open concept programs being developed.

Project Title: Orientation/Training/Extending Nongraded-Open Space

State Project Number 72033

ACTIVITIES (Continued)

Summer 1973

Nazareth Area School District will conduct a "summer happening" in which selected staff will be sent to Millersville for a two-week training orientation. They will return to Nazareth where they will become involved in teaching pupils in direct open concept teaching. Followed by evaluation from the people of Millersville, etc.

Fall 1973-74 and throughout year

Consultants will be in the district conducting in-service for continuation of curriculum, course of study, evaluation, and development. This would be an ongoing thing.

Throughout the program, selected parents will be included in orientation, in-service, and visitation.

EVALUATION:

The Nickes-Van der Meulon Open Education Profile has been administered to project participants. Special classroom observations of prospective open space staff have been undertaken.

FINDINGS TO DATE:

The training provided has caused teachers involved to become more enthusiastic about teaching. Classroom attitudes have greatly improved.

DISSEMINATION PLAN:

Newsletters, brochures and pamphlets will be distributed to all parents and staff members periodically throughout the project. A course syllabus will be developed and, with the cooperation of R.I.S.E., will be available to professional and other interested persons.

PROGRESS TOWARD ADOPTION:

At the conclusion of this project, the Open Space instruction will be fully implemented.

Date completed or revised: 4/27/73

Completed by: James R. Feather

Phone: (215) 759-5583

Local Educational Agency Huntingdon Area School District
Address: 723 Portland Avenue, Huntingdon, Pa. 16652
Project Director Mr. Henry J. Stoudt

State Project Number 72034

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Development – Middle School Unified Arts Curriculum

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In App.	7/3/72	6/30/73	$26,000	1972	$26,000
TOTAL					

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** $49,790

TARGET POPULATION:

The target area for this project is the area served by the Huntingdon Area Middle School in the Huntingdon Area School District. The area served is rural in nature. The school population is predominantly white Caucasian with only six Negro students enrolled in a total school population of approximately 760 students. The socio-economic status of the families in the school district is primarily in the area from low to middle class. There are three full time professional staff members and several resource personnel from Penn State University assigned to the project. The Middle School principal and the Project Director will be directly involved in all phases of the project.

MAJOR OBJECTIVES:

1. To provide a climate for learning that will stimulate children to want to come to school. This will be facilitated by releasing the teacher and child from the traditional curriculum structure. More children needs will be met through the utilization of a wide range of techniques, materials, resources and activity oriented learnings.
2. To develop an activity oriented curriculum that will allow each child to assume some responsibility for his own learnings. Each child will be encouraged to investigate areas he is interested in and make decisions commensurate with his maturity and ability.
3. To allow each child to become involved individually in a program that is activity-interest oriented.

ACTIVITIES:

1. The Unified Arts team will be involved in a curriculum planning and developmental workshop beginning July 1973 and lasting for six weeks.
2. A two week summer session involving the team and Penn State University resource people will meet in June 1974 to evaluate and document the second year's work.
3. The team will be given released time to visit other schools to observe worthwhile programs.
4. Resource persons from both Penn State University and the Pennsylvania Department of Education will help the staff develop its program. These resource persons in all areas will be available throughout the duration of the project.

Project Title: Development Middle School Unified Arts Curriculum	**State Project Number** 72034

EVALUATION DESIGN:

1. Evaluation will be an on-going process. It will begin with the first day of the project.
2. A curriculum associate as a resource person skilled in this field, will assist the instructional team in developing appropriate evaluative schedules.
3. Evaluation will be abetted by the use of participant/observer methods and by the design of substantive and attitudinal assessment devices.
4. There will be an on-the-spot evaluation conducted by the evaluation team from Harrisburg.

FINDINGS TO DATE:

1. Children have become enthusiastic and stimulated because of learning climate established.
2. Teachers are highly enthusiastic.
3. Reaction in the community has been both positive and supportative.
4. A collaborative model for program development seems to offer great potential for a wide range of participants to enrich the variety of experiences that can be made available to children in the Middle School.

Date completed or revised 6/16/72	**Completed by:** Henry J. Stoudt	**Phone:** 814-643-4140

Local Educational Agency Port Allegany School District
Address: 200 Oak Street, Port Allegany, Pa. 16743
Project Director

State Project Number
72035

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Installation of Open Elementary Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	6/30/73	$30,000	1972	$30,000
Cont.	7/1/73	6/30/74	$22,326	1973	$28,326
Cont.	7/1/74	6/30/75	$11,163	1974	$22,643
TOTAL			$63,489		$80,969

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $123,369

TARGET POPULATION:

Students in grades K-6 of the Port Allegany School District are the target population of this project. Enrollment for the current year (1972-73) is 837 students, of which .1 per cent is Negro and the remainder are Caucasian. The socioeconomic status of the families in the attendance area is middle to lower class.

There are currently 38 professional staff members assigned to the elementary schools including 34 classroom teachers, one administrator, and three special subject teachers.

The district is basically rural with a population of 6,547. (1970 Census) The economy of the area is primarily supported by three industries – North Penn Gas Company, Pierce Glass Company, and Pittsburgh-Corning Corporation.

MAJOR OBJECTIVES:

The general objective of the project is to install an open education program in the six grades of the Port Allegany elementary schools over a three-year period. Twenty-one teachers will be trained by the Edinboro State College in summer workshops and continuous in-service visitations throughout the school year.

In behavioral terms, the staff objectives are:

1. To gain a knowledge of the theory and practice of the open school.
2. To be able to work with children operationalizing open classroom theory.
3. To utilize procedures for pupil and teacher planning.
4. To apply techniques of developing pupil responsibility and self-evaluation.
5. To apply techniques of individualization with multi-age groups of students.

ACTIVITIES:

Staff training will be supportive and continuous in form. Seven teachers will be trained each summer at a six-week workshop conducted on the Edinboro Campus. The Edinboro staff will make visitation to the Port Allegany elementary schools. Visits will be weekly at the outset and will become bi-weekly and, ultimately, monthly as the need for massive support diminishes. Participating Port

Project Title:	Installation of Open Elementary Education	**State Project Number** 72035

Allegany staff will visit the Miller Learning Center to renew acquaintance with the model as the school year progresses.

Students will be involved in a program encompassing concepts such as the open classroom and individualized instruction in a more informal, child-centered environment.

Clerical aides will be employed to support the staff in the project.

EVALUATION:

Evaluation of the project will be carried out by both the Department of Education and an independent agency. Techniques, criteria, and instrumentation will be left to the discretion of the evaluating teams.

DISSEMINATION:

Provisions will be made for on-site visitations, news releases, and open meetings whereby the public, both local and regional, will be informed about the project.

Date completed or revised:	5/28/74	**Completed by:**	Ronald E. Ungerer	**Phone:**	814-642-7230

Local Educational Agency	Cocalico School District	**State Project Number**
Address:	South Sixth St., Denver, Pa. 17517	72036
Project Director	Mr. Barry O. Miller	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Rural Education Advancement Project (REAP)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/15/72	7/14/73	35,000	1972	$35,000
Cont.	7/15/73	8/14/74	21,350	1973	21,350
Cont.	8/15/74	8/14/75	10,675	1974	10,675
TOTAL					

Proposed Termination Date 7/14/75

Projected Funding Level for total project period $67,025

TARGET POPULATION:

Students in grades K-5 of the Schoeneck Elementary School attendance area of the Cocalico School District, along with the District's Intermediate Special Education class are the target population of this project. Enrollment for the current year (1973-74) is approximately 155, of which all are Caucasian except four students who are of other ethnic origins. The socioeconomic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There are 7 full-time professional staff members assigned to the school who will be assisted by: 12 professional specialists on a part-time or on-call basis, 2 paraprofessionals and a complement of parent volunteer aides.

The community is a rural, farming area – in the heart of the Pennsylvania Dutch country. The School District has a population of 12,000 and an enrollment of nearly 3000 students dispersed among 5 elementary schools, 1 middle school and 1 senior high school. In addition a 1-8 nonpublic Mennonite parochial school is located in the District.

MAJOR OBJECTIVES:

The general objective of the project is to advance and improve the educational environment and involvement in a rural community by creating an open, informal, humane learning center in a traditional elementary school building. This project will provide the impetus for a departure from a traditional self-contained classroom environment to one in which students, teachers and parents work cooperatively to provide a flexible program in which children will truly have opportunities to develop and learn in accordance with their individual needs, interests and abilities.

ACTIVITIES:

Following more than two years of intensive inservice programs designed to develop concepts about informal, open education, i.e.: team teaching, parental involvement, evaluation techniques, cross-grading, learning centers, continuous progress learning, individualized instruction, etc., the pilot school staff was selected from a group of volunteers from throughout the schools in the District.

Project Title: Rural Education Advancement Project (REAP)

State Project Number 72036

This staff conducted a context evaluation of the pilot school constituency – students and parents – and then developed their educational beliefs and program objectives for the project.

Additional inservice workshops involving a wide variety of consultants will be conducted prior to the opening of school in September. Weekly meetings are scheduled throughout the summer and daily during the school term at which the staff will share in the decision-making process relative to all phases of the progress of the project, including building and equipment needs, grouping patterns, teaming, curricular framework, and development of an I.M.C.

The pilot school will serve as a research and development center and a training school for dissemination of open classroom concepts for the rest of the district.

The pilot school staff will attend workshops, conferences and will visit other schools employing open education concepts and techniques.

The pilot school students will have expanded opportunities for broadening cultural activities, including assemblies, field trips, dramas; and for becoming more independent and self-directed in their learning, both inside and outside of the school environment.

EVALUATION DESIGN:

Base line data is available from the cognitive-achievement measures regularly administered in the district. These results are compared to district and national norms. In addition, interest and attitudinal surveys involving students, parents and teachers were taken in the Spring of 1972 and these results are available to be compared with results obtained in the Spring of 1973 and 1974 using the same or similar measuring instruments.

FINDINGS TO DATE:

Ability and achievement test results reflect solid improvement. Attitudinal surveys indicate substantial student growth in positive dimensions toward learning activities, their peers, their teachers and their school.

DISSEMINATION PLAN:

Newspaper articles, flyers to parents, PTA meetings, district newsletter to all residents of the district and to other schools have and will continue to be utilized. The pilot school will serve as the site of most of the district's elementary in-service programs. A descriptive pictorial and narrative brochure was prepared and a slide-tape presentation which describes the project's objectives and accomplishments is available to interested parties. It is used primarily during orientation sessions for on-site visitors.

PROGRESS TOWARD ADOPTION:

Individualized instruction, use of learning centers, continuous progress concepts of evaluation, cross-grading and parental involvement are now implemented to varying degrees throughout the District's elementary schools.

Date completed or revised 6/24/74 **Completed by:** Barry O. Miller **Phone:** 215-267-5571

Local Educational Agency	Ellwood City Area School District	**State Project Number**
Address:	501 Crescent Avenue, Ellwood City, Pennsylvania 16117	72037
Project Director	Charles Barnhart	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualization of Mathematics Instruction

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/15/72	7/14/73	17,000	1972	18,000
Cont.	7/15/73	7/14/74	10,350	1973	10,850
Cont.	7/15/74	7/14/75	5,175	1974	5,675
TOTAL			$32,525		$34,525

Proposed Termination Date 7/14/75

Projected Funding Level for total project period $34,525

TARGET POPULATION:

Students in grades, 3, 4, 5 and 6 of the Ferry and Walnut Ridge Elementary Schools are the target population of this project. Enrollment of the attendance area is 586 of which approximately 98% are Caucasian, 1% Negro and 1% of other ethnic origin. The socio-economic status of the families in the attendance areas varies from lower to upper-middle class composition.

There are presently 20 professional staff members assigned to the schools. An elementary clerk is assigned to each building.

The community is mixed between semi-rural and industrial with a population of 15,000. The school district has an enrollment of 4,000 with a professional staff of 173 dispersed among 9 elementary schools and 1 Junior-Senior high school. In addition, a K-6 nonpublic school serving 586 children is located in the community.

MAJOR OBJECTIVES:

The major objective of the program is to develop a workable individualized mathematics program where students can progress through district objectives at their own rate. Our materials and forms are being revised. Additional AV materials have been incorporated into the program.

ACTIVITIES:

Our continuing grant will allow children to progress through their textbook at their own rate and speed. As children progress through their textbook, they can receive help in any of three ways. He may receive help from his teacher individually or in a small group. As a third alternative he may be sent to our "Think Tank", a room equipped with cassette recorders and multimedia materials, to hear a prerecorded mathematics lesson.

EVALUATION DESIGN:

To test the effectiveness of the pilot program, the Stanford Diagnostic Arithmetic Exam will be given to all students in the project and to a comparable control group. We will prepare statistics on any increase or decrease in percentile rank and grade equivalent scores of both the pilot and control group.

Project Title: Individualization of Mathematics Instruction	**State Project Number** 72037

FINDINGS TO DATE:

Our findings to date indicate that the pilot group is able to increase their percentile rank in the school district as measured in successive years. Students enrolled in the pilot study increased their percentile ranking in the district from 42.18 to 43.43.

DISSEMINATION PLAN:

Our slide presentation has been given to many groups and we will continue.

Date completed or revised: 5/30/74	**Completed by:** Francis W. Keller, Jr.	**Phone:** 412-758-3880

Local Educational Agency	School District of Pittsburgh, Pennsylvania	**State Project Number**
Address:	341 S. Bellefield Ave. Pgh., Pa. 15213	72038
Project Director	Harry B. Singer	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: IPI Demonstration School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	10/31/73	49,495	1972	49,495
Cont.	11/1/73	10/31/74	26,400	1973	26,400
TOTAL			75,895		

Proposed Termination Date 10/31/75 **Projected Funding Level for total project period** 126,845

TARGET POPULATION:

Students currently enrolled in grades 4 and 5 of the Frick Elementary School, located in the Oakland area of the City of Pittsburgh, are the target population of this project. Enrollment for the current year (1972-73) is approximately 240 students, 94% of whom are black, 5% white, and 1% Oriental. The socio-economic status of the families in the attendance area from which these students are drawn is primarily of lower and low middle class. A large percentage of these students come from homes located in a public housing authority plan and all are part of the Pittsburgh Model Cities Neighborhood. The community is located in the area of the city known as "Civic Center" wherein is located the University of Pittsburgh, Carnegie-Mellon University, Carlow College, Carnegie Museum, Phipps Conservatory, and other cultural and educational institutions. In addition to the institutions mentioned, the area has many small shops, restaurants, and other commercial enterprises.

The Frick School has been serving as a developmental site for a joint University of Pittsburgh/Pittsburgh Public Schools project known as the Primary Education Project – a project to develop an individualized program for children ages 3 through 9. The school presently houses approximately 57 preschool children and 940 children grades K through 8. There are 45 teachers, 18 assistant teachers, 1 guidance counselor, a social worker, a primary grades supervisor, two assistant principals, and a principal.

MAJOR OBJECTIVES:

The general objectives of this project are to: (1) develop an elementary school that is designed to provide the program, environment, and staff that can more adequately adapt to the individual abilities and interests of the children, and serve as a "model" elementary school for other urban schools, and (2) to establish a "model" elementary school developed cooperatively by a large urban university and a large urban school district that includes program development, staff development, and community involvement. To achieve these goals, project efforts during the second phase will continue to be directed toward the establishment of a climate that can eventually provide for more individualization of instruction.

ACTIVITIES:

In-service training for teachers and paraprofessionals will continue throughout the second year of the project. This in-service will start with a workshop of 7 days prior to the opening of school. Throughout the year, there will be weekly planning sessions with each team of teachers, with a minimum of one-half of the time spent on training. Evaluation, both formative and summative, will be initiated and, where applicable, continued. During the second half of the year, the staff should be able to identify needed adaption of the program to more closely reflect the needs of the Frick School students.

Project Title: IPI Demonstration School	**State Project Number** 72038

EVALUATION DESIGN:

Evaluation activities during the second year of implementation will include both formative and summative aspects. The progress of students will be continually reviewed as will the activities of the teachers to identify problems with either the educational materials or the way in which they are implemented. Development staff members will interact with the Frick teachers and supervisors on a regular basis for the purpose of modifying the materials or the implementation procedures as needed.

The effectiveness of the instructional program will be evaluated using both standardized achievement tests such as the WRAT and MAT, and student progress in the curricula. WRAT and MAT results on fourth and fifth grade students at Frick School prior to the implementation of the individualized instructional program are available. Student progress in the curriculum areas will also be compared with that of last year's students. If the program is improving, students should be progressing further in each curriculum area during the second year of operation.

Additional evaluation in the affective area for both the students and teachers is planned. On the long run, the ease of transition from the individualized classroom into the more traditional classrooms of grades 6 and 7 will be investigated.

FINDINGS TO DATE:

The program is being implemented as designed. No student achievement data is available until the end of the school year.

DISSEMINATION PLAN:

Present plans call for the Frick School IPI program to become a part of the network of schools to demonstrate individualized instruction. This network is established by Research for Better Schools in cooperation with the Pennsylvania Department of Education.

PROGRESS TOWARD ADOPTION:

Not relevant at this time.

Date completed or revised: 6/25/73	**Completed by:** John Bolvin	**Phone:** (412) 683-8640

Local Educational Agency	New Castle Area School District	**State Project Number**
Address:	116 East Street, New Castle, Pa. 16101	
Project Director	Russell L. Horchler	72039

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Humanizing Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	9/30/73	22,050	1972	22,050
FY 73	10/1/73	6/15/74	12,860	1973	12,860
FY 74	6/17/74	6/30/75	9,967	1974	9,967
TOTAL			44,877		44,877

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 44,877

TARGET POPULATION:

The entire student population of the elementary schools of the district will participate in the program over a two year period. The first year, 2,102 students will be in the experimental phase while 1,927 students will be control. Another 142 students will be involved in the program but will not be included in the study as it is a rural school and all others are urban. Schools have been paired socio-economically. In the experiemental schools staff will consist of Central Administration: 4; principals: 10; other staff: 23; and teachers: 80.

The community is urban, small-city. Economic conditions 22% low income and 10% unemployment.

MAJOR OBJECTIVES:

The general objective of this study is to determine if significant improvement in attitudes and achievement of elementary pupils can be effected by a Schools Without Failure program designed by Dr. William Glasser. Other objectives are:

1. Effective communication between students and teachers.
2. Developing responsible behavior in students.
3. Making the curriculum relevant.
4. Removing failure from the curriculum.
5. Involvement of parents and the community in the work of the school.

ACTIVITIES:

Ten elementary schools in New Castle, were paired on the basis of school size, socio-economic status and achievement of pupils. One of each matched pair was randomly assigned to the experimental program and the other school of each pair served as a control school. Teachers in the experimental schools were trained in the Schools Without Failure philosophy and techniques developed by Dr. William Glasser; teachers in the control school utilize conventional approaches.

Pre- and post-testing of pupil, teacher and parent attitudes, of pupil achievement, and of classroom interaction patterns was undertaken in both experimental and control schools. Multi-variate analysis of covariance served as the major vehicle for statistically comparing the effects of the Schools Without Failure approach with the conventional approaches; classroom means served as the unit of analysis in the comparisons. The third year will be devoted to implement through inservice the positive activities of the program.

Project Title: Humanizing Education	**State Project Number** 72039

EVALUATION DESIGN:

Two types of evaluation methodology were used. The first to be used were standardized test in the basic skill area. The second were through the use of interaction analysis. Eight part time evaluators were used in the interaction analysis. They were trained at the expense of a grant administered through the Bureau of Research, Department of Education, Commonwealth of Pennsylvania. They in turn visit the various classrooms in the schools for evaluative purposes.

In addition, pre- and post-testing of pupil, teacher and parent attitudes, of pupil achievement, and of classroom interaction patterns were undertaken in both experimental and control schools. Multi-variate analysis of covariance served as the major vehicle for statistically comparing the effects of the Schools Without Failure approach with the conventional approaches; classroom means will serve as the unit of analysis in the comparisons.

FINDINGS TO DATE:

The Schools Without Failure program is designed to meet the educational, social and emotional needs of elementary pupils. In efforts to make schools happier, more success-filled places for children, many educators have adopted Dr. Glasser's philosophy and strategies for humanizing educational programs. The proposed study, an assessment of the effects of Glasser's program, should provide information vital to program improvement. The results of the first year of the study are available from the Department of Education, Bureau of Research.

DISSEMINATION PLAN:

During the program a slide-tape program of all activities will be developed. A booklet will be prepared after the first year and again after the second year. In addition parent involvement will be attained through the use of meetings, newsletters, etc. A video tape of some aspects of the program will be developed. All findings of the research will be made available nationally.

PROGRESS TOWARD ADOPTION:

We are preceding with implementing the program in all elementary schools of the district and are spending the third year developing ways to implement positive aspects of the program into the secondary schools.

Date completed or revised: 6/12/74	**Completed by:** James F. Dailey, Administrative Assistant	**Phone:** 412-658-3721

Local Educational Agency	Greater Johnstown Area Vocational-Technical School	State Project Number
Address:	445 Schoolhouse Road, Johnstown, Pa. 15904	72040
Project Director	Don Thomas	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Touring Tellers of Tales

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	9/1/74	6/30/75	2,143.00	1975	2,143.00
TOTAL			2,143.00		2,143.00

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 2,143.00

TARGET POPULATION:

Students in grades 10, 11, and 12 at the Greater Johnstown Area Vocational-Technical School who are enrolled in the oral interpretation class. There will be 138 students enrolled in this class for the 1974-75 term. Approximately 92% of these students Caucasian and 8% Negro. Total school population will reach 1625 for the same term.

All of these students are enrolled in one of our 37 different vocational and technical course offerings. We are an Area Vocational Technical School serving (7) school districts.

MAJOR OBJECTIVES:

The basic objective is to have students work and plan together to develop and present programs that make children's literature come alive. Specifically we will enable students to:

1. Develop poise, self-confidence, and skill in oral communications.
2. Increase the interaction between students and persons in the community of varying ages, socio-economic groups and occupations.
3. Develop a greater understanding and appreciation for books.
4. Improve listening skills.
5. Become familiar with various media for learning.

ACTIVITIES:

Activities will center around the preparation and presentation of oral interpretation programs of children's literature in elementary schools, nursing homes and hospitals. Art work, costumes, preparation of scripts, audio and video taping will all be part of the project with the end result having the participants directing selected groups of elementary children to help them perform oral interpretation programs.

EVALUATION:

Elementary classroom teachers will respond to a questionnaire after each performance.

Much of the success will depend upon making performances. A record of the number of performances and the type of listening audiences will be maintained along with the titles of the presentations.

Project Title: Touring Tellers of Tales	**State Project Number** 72040

In the end we should wind up with audio and video tapes, printed scripts, costumes and art work. All those items will be evidence of activities that are necessary for success.

DISSEMINATION:

We will welcome visitors and develop a video tape library. Interested schools or organizations wlll be able to view the tapes either for entertainment or to find out what the project is all about.

The "Touring Tellers of Tales" some of whom are Commercial Art students, have developed a brochure describing the project.

Date completed or revised: 1/17/75	**Completed by:** Don Thomas	**Phone:** 814-266-6073

Local Educational Agency Mount Union Area School District
Address: N. Shaver Street, Mount Union, Pa. 17066
Project Director Joseph Bache

State Project Number 72041

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Social Studies Curriculum Inservice Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	8/31/73	$17,900	1972	$17,900
TOTAL			$17,900		

Proposed Termination Date 8/31/73 **Projected Funding Level for total project period** $17,900

TARGET POPULATION:

Students enrolled in Social Studies courses in grades 7 through 12 of the Mount Union Area School District attendance area are the target population of this project. Enrollment for the current year (1971-72) is approximately 1156 in the secondary school of which number approximately 25 per cent have been identified as disadvantaged. The socio-economic status of the families in our attendance area is primarily lower and lower-middle class composition.

The community is rural with some light industry and has a population of 3700. The School District draws from a surrounding rural area which includes five smaller boros and individual rural residences located in three principally rural townships. The School District has an enrollment of approximately 2700 students K through 12 dispersed among five elementary and one junior/senior high school. No non-public are located in the attendance district.

MAJOR OBJECTIVES:

To assess the present Social Studies curriculum in terms of meeting the needs of our student population with special emphasis on an evaluation of the effectiveness of the hetergeneous grouping patterns for instruction, the study of recent data available relating to the curriculum (Educational Quality Assessment Findings, the sequential achievement data 7-12 recently produced in a school self-evaluation, the results of the incorporation of newer testing instruments i.e. Analysis of Learning Potential, the recent adoption of the state suggested sequence in social studies course of studies etc.).

With this data and the two year experience in new grouping practices, hopefully an inservice project for the social studies staff would result in a more relevant and effective program of instruction for our students.

1. The percentile placement (60th)of our school in relationship to other schools in the state in the category of understanding others would improve to the 75th percentile or above in line with the projected statistical expectation of Educational Quality Assessment Findings.
2. The percentile distribution of our school in relation to other schools in the state would improve from the 10th percentile to the projected 35th percentile or above falling within the expectations of the EQA findings.

Project Title: Social Studies Curriculum Inservice Project	State Project Number 72041

3. The innovative practices utilized by our staff would improve from the present 5th percentile in relation to other participating EQA schools in the state to approximately the 40th %tile.
4. Program resources innovations will be improved from the 35th to the 50th %tile distribution in comparison to other EQA program schools.
5. Growth in achievement as reflected by the annual testing on Stanford Achievement tests will improve the position of social studies in relationship to the other curriculum areas tested.
6. Each member of the department would incorporate in his program a classroom library, at least four units that include simulation techniques, at least four units that include small group procedures, at least four units that require central library utilization for reference or resource assistance, at least four units that utilize T.V. resources for instruction and at least the use of one periodical, newspaper or magazine for a 9-week period.

PROPOSED ACTIVITIES:

1. To develop an inservice program for eleven secondary social studies teachers. This number includes two special education teachers.
2. The inservice program would be scheduled for approximately twenty three-hour sessions scheduled at intervals to to permit individual work between sessions. This program would provide a sequential and coordinated social studies program for the heter-genious sections grades 7 through 12. This program would identify specific needs of the population, would study intensively the characteristics of the pupulation, would utilize the data available from the findings of the EQA program and the school guidance self-evaluation program in building a curriculum to meet the needs, interest and ability of the students. A specific objective of the program would be to incorporate certain techniques and methods that are now practical and well-researched.
3. The resources of the local universities and colleges would be utilized along with the services of members of the DPE when available and needed. Emphasis will be placed on utilizing regional and community resource.
4. The program of studies produced by the group would (a) specify the incorporation of small group methods at certain intervals, (b) the incorporation of inquiry approaches to specific units, (c) the selection of an individual classroom library of 150 titles (d) defines specifically the incorporation of television into at least four major units and provides for evaluation in behavioral terms of those attitudinal areas outlined in this preliminary application under Section VI objectives. The program although sequential and coordinated from grades 7 through 12 will encourage the flexibility essential to an innovative program in a creative teacher of social studies. The program will be structured to encourage the staff to become aware of some of the innovations and implications of the newer trends in the field and to have sufficient time, encouragement, and consultation experiences to plan for these areas in the course of study.

EVALUATION DESIGN:

Evaluation methodology will be on-going. Cognitive achievement measures using standardized tests in social studies areas will be employed. The school self-study "Where We Are" will be used as a basis of comparison. Quality assessment findings (#845 form DEBE 226) in the areas of Understanding Others, Appreciating Human Accomplishments, and Occupational Expectations will be used. Quality assessment findings DEBE 790 and DEBE 788 will be used as a standard against which we may evaluate program resource innovations and the employment of innovative practices.

Date completed or revised 7/5/72	Completed by Paul E. Whitzel	Phone: 814-542-2518

Local Educational Agency	Chester County Intermediate Unit No. 24	**State Project Number**
Address:	1530 East Lincoln Highway, Coatesville, Pa.	
Project Director	Barry G. Sipes	72042

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Career Exploration Program (Pilot Project, Third Year)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
New	8/1/72	7/31/73	55,000	1973	55,000
Cont.	8/1/73	7/31/74	24,304	1974	24,304
Cont.	8/1/74	6/30/75	12,152	1975	12,152
TOTAL			91,456		91,456

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 91,456

TARGET POPULATION:

Ninth and tenth grade students from Scott High School in the Coatesville School District having poorly defined career goals will be involved in this project. Additional selection factors for participation include attendance patterns, low grade point average, under-achievement and poor school performance. A random selection of 120 pupils will permit a control and experimental group for purposes of evaluation.

MAJOR OBJECTIVES:

a. To help students improve their assessment and selection of curriculum and career opportunities.
b. To provide a more adequate student perception of the world of work.
c. To encourage and develop appropriate basic job skills, (i.e. punctuality, attendance, proper dress, respect for authority, and peer relationships.)
d. To assist each student in developing a more realistic self-concept.
e. To utilize a system of monetary reward for community career development experiences which will motivate students to maximize their educational program. It is hoped that this success experience will be transferred to other areas of school and community life.
f. To promote positive relationships among teenagers and the adult community through the vehicle of community work experience.
g. To meet the developmental needs of teenagers in terms of "something constructive to do", a chance to earn money and an opportunity to explore a particular job cluster in depth.

ACTIVITIES:

The sixty students in the experimental group will have an opportunity to explore jobs and job clusters in order to gain a more realistic and broad view of career alternatives. The exploration thrust differentiates this project from the usual work study program prevalent in many schools. The program will provide basic job training skills rather than specific training for which a youngster must qualify through various screening processes. The project will include selected work experiences, exposure in a career information center, and counseling on a twelve month basis related to the identified potential of the specific student. The participating employers will provide a paid community field portion for the students.

EVALUATION DESIGN:

1. A post-evaluation of the CEP Program will be conducted near the close of the program.
2. The following criteria will be evaluated for each student: School grades as compared to previous year. Reading and computational levels as compared to pre-test. Self-concept – compared to

Project Title: Career Exploration Program (Pilot Project, Third Year)

State Project Number
72042

pre-program/course selections for the 1974–76 year as compared to course subjects for 1974–75.
Attendance for 1974–75 as compared to previous year employment ratings
School Attitudes – post compared to pre-test
Stated career goals compared to those expressed prior to entry into program
Vocational-Evaluation Ratings from the job cluster evaluation system

2. A report from the participating employers will also be used to evaluate the CEP concept from the industry point of view.

FINDINGS TO DATE:

Pre and post testing has been completed for experimental and control students on the following variables:

a. School interest
b. Work values
c. Self concept
d. Knowledge of careers and skills

The results of the first-second year of operation of the project in terms of these four variables showed the following results:

The students in the project had significantly better scores on all four above listed variables on pre and post basis.

Thus, one can conclude that students in the project are gaining significantly better knowledge of their skills and the requirements of the job world. However, the pre and post comparisons with the control showed no significant changes in school grades and attendance.

DISSEMINATION PLAN:

The following are the proposed methods that will be used in disseminating information about the Career Exploration Program:

a. A 24 minute 16mm film depiciting the project is available upon request.
b. A published report indicating statistical results between the control group and the experimental group.
c. A brochure indicating procedures utilized with public and private agencies as well as their reactions to the program.
d. Reactions of the student participants.
e. An on-site evaluation as prescribed by the Pennsylvania Department of Education early in the calendar year of 1975.

Date completed or revised: 2/6/75 **Completed by:** Barry G. Sipes **Phone:** 215–383–5800

Local Educational Agency	Shikellamy School District	**State Project Number**
Address:	350 Island Blvd. Sunbury, Pa. 17801	72043
Project Director	Dave Doran	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Non-Graded Individualized Reading Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
				1972	$30,500.00
				1973	20,400.00
In. App.	8-1-74	7-31-75	$10,200.00	1974	10,200.00
TOTAL					$61,100.00

Proposed Termination Date 8/31/75 **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Students in Kindergarten through grade 6 of the Shikellamy School District are the target population of this project. Enrollment for the (74-75) school year will be 100% Caucasian. The Socio-economic status of the families in the attendance area is low to middle class composition.

Thirteen schools are participating in the project. There are 111 professional staff members, none administrators, and approximately 3,047 students involved in this reading project.

The school district is a jointure of two communities; Sunbury and Northumberland; which is semi-rural with medium industry and has a population of 23,000. The district has a total enrollment of 5,081 students, with a total professional staff of 250 distributed among 10 elementary schools (K or 1-5), 2 middle schools (6-8) and 1 senior high (9-12). In addition, a K-7 non-public school serving 161 students is located in Sunbury.

MAJOR OBJECTIVES:

The general objective of the project is to develop a non-graded individualized reading program on a K-6 basis, which will improve the reading skills of the students within the district.

In behavioral terms, the major objectives of the program are as follows:

1. Students will be placed in a reading series geared to their instructional level. Teachers observation, teacher made tests, and commercially produced tests will be used to continuously evaluate the students in terms of specific reading skills. Flexible grouping practices will be practiced by the teachers when children show they are capable of functioning in another reading group.
2. Workshops and in-service sessions will be conducted to help teachers become familiar with the new materials, learn techniques which will help them group their students to provide the proper level of instruction, and learn to evaluate their students in terms of specific reading skills.
3. Training sessions will be held to train high school students and interested community volunteers to become reading tutors within the district. A guide for the trainees will be designed and distributed to the teachers so that all will be familiar with the training of the reading tutors.

Project Title: Non-Graded Individualized Reading Program	**State Project Number** 72043

ACTIVITIES:

The third year of this project will be devoted to continuing the activities from the elementary program (K-5) into the 6th grade of the two middle schools within the district and the parochial school.

A workshop will be conducted prior to the opening of the 1974-75 school year to explain to the 6 grade teachers the proper procedures to be followed in continuing the reading program into the sixth grade. The workshop will familiarize the teachers with effective methods of teaching reading, proper use of the tri basal materials, and the evaluation of students with skills checklists, informal reading inventories, and commercially produced materials.

The slide presentation will be updated to show the progress of the project. This will be available to show at gatherings such as PTA meetings, teacher in-service programs and other gatherings.

An informal reading inventory and word recognition list based on the materials used in the district will be available to teachers for use in the further diagnosis of children having reading problems. This was designed by the Reading Committee of the district with the help of a consultant from Temple University, Dr. Herbert Wartenberg.

Tutors for children having difficulty with reading will continue to be supplied according to the response of the community.

EVALUATION DESIGN:

Students will be pre and post tested with the Metropolitan Achievement Test. Those scoring in the lowest levels of the reading sections will be given a more diagnostic test of reading ability and be referred to the Reading Center if one is available. Checklists of reading levels completed and skills mastered are completed by the teachers and filed with the child's permanent records.

FINDINGS TO DATE:

The pre and post tests revealed that students in grades 1-5 made an average gain of 1.0 years growth on the reading sections of the Metropolitan Achievement Test. The average percentile in reading on the pretest was 41. On the post test it was 61.

Teachers have commented throughout the second year of the project about how much the children enjoy using some of the new materials.

DISSEMINATION PLAN:

Oral presentations with slides and transparencies will continue to be made at PTA meetings if requested, at school board meetings, and community meetings when invited. News articles and radio spots will also be used to solicit reading tutors from the community.

PROGRESS TOWARD ADOPTION:

Progress to date shows that the elementary program is well established in terms of grouping. Evaluation techniques still need improvement. The two middle schools should readily adopt this program as a follow-up on the elementary program. Most parents of elementary school children have been informed about the project.

Date completed or revised: 6/17/74	**Completed by:** Dave Doran	**Phone:** 717-286-6740

Local Educational Agency Central Dauphin School District
Address: 600 Rutherford Road, Harrisburg, Pa. 17109
Project Director Dr. G. D. Davies

State Project Number
72044

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: S.E.A.R.C.H. Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
1st yr.	8-1-72	7-30-73	$40,000.00	FY 1972-73	$40,000.00
2nd yr.	8-1-73	7-30-74	19,500.00	FY 1973-74	19,500.00
3rd yr.	8-1-74	7-30-75	12,447.36	FY 1974-75	12,447.36
TOTAL			$71,947.36		$71,947.36

Proposed Termination Date June 30, 1975 **Projected Funding Level for total project period** $71,947.36

TARGET POPULATION:

The Central Dauphin School District encompasses seven (7) townships and boroughs in the East Suburban Harrisburg area, approximately 125 square miles. 15 elementary, 4 junior high and 2 senior high schools service approximately 13,000 students. The staff is in excess of 600. As in many districts most administrative personnel and teaching staff are aware that there is a segment of the student body whose needs are not being met by the academically oriented general courses. Although existing vocational areas of study within the two (2) high schools of the district can service the needs of some students who are vocationally oriented, they do not meet the needs of the students who have not selected vocational areas as yet. The district is served by a county vocational technical school, however, this facility cannot accommodate all the students who desire vocational training. Students in grade twelve are the target population for this project.

MAJOR OBJECTIVES:

1. Student demonstrates one or more job competency or marketable skills developed as a direct result training in the S.E.A.R.C.H. program.
2. Students have individually perceived, planned for an acquired job skills while engaged in S.E.A.R.C.H.
3. Students exhibit a high self confidence both in terms of anecdotal feedback and self concept measure.
4. Students can collect data, organize data, and apply a valid, personal decision-making process as it relates to job competency and job selection.

ACTIVITIES:

A work experience coordinator and a full time counselor were hired to run this work experience program. The program functions in four (4) phases. (1) Pre-counseling, during which the student makes decisions. (2) SEARCH I, during which the student plans by visiting job sites and examining job opportunities and so forth. SEARCH II, during which the student prepares by coordinating with the counselor mini training slots with the district wherever they are possible and which are based on his perceptions of the competencies needed to fill the job vacancy he has selected. (3) SEARCH III, the student also rearranges his schedule to meet potential graduation needs. The eventual aim of the

Project Title: S.E.A.R.C.H. Program	**State Project Number** 72044

program is *specialized* teaching to meet the needs of these students concurrently with meeting their graduation needs, or (4) SEARCH ACTIVE, during which the student is actually working on the job examining the results of his pre-training in terms of whether or not he actually has the competencies for the job for which he identified during the planning phase.

The major function of the coordinator in the program is to find a proper job slot for the student and coordinate with the counselor and the student the perception of job competencies, listing of job competencies, and planning of training in mini-slots for the students. The counselor's main function is the scheduling of the student within the school system, pre-counseling, job SEARCH, and counseling sessions with the student, family, and faculty.

Based on the student's stage of development in terms of the four (4) phases of the program students may be phased directly into the program at any of the four levels. In addition, students schedules may be rearranged so they can be withdrawn from certain phases of the program and in essence, injected into a lower or higher phase as needs dictate.

EVALUATION DESIGN:

Questionnaire, tape scripts, and other anecdotal data will be tabulated in an effort to answer the following questions:

1. What is the student's concept of himself and school?
2. Using the SEARCH process can students select an area, collect competency data and plan for competency acquisition?
3. What recommendations for change are an outcome of the first year for scheduling and academic content?
4. Are students demonstrating the competencies, attitudes, and attributes listed on student's job objectives?
5. Are students demonstrating competencies on the job?
6. Does the student's achievement increase in the basic academic areas within the school setting?
7. Is the program functioning acceptably for the pilot year?

FINDINGS TO DATE:

Evidence indicates program objectives are being met. Students who have gained work-experience are demonstrating attainment of program objectives.

DISSEMINATION PLAN:

Project information will be disseminated via news media, tape/slide presentations and public meetings.

PROGRESS TOWARD ADOPTION:

Recent verbal feedback from the counselor and work coordinator, as well as actual job placements to date, indicate that the program is not only functioning, but may merit considerable expansion.

Date completed or revised: 12/17/74	**Completed by:** Gary A. Crissman	**Phone:** 717 545-4703

Local Educational Agency Tunkhannock Area School District
Address: 120 W. Tioga Street, Tunkhannock, Penna. 18657
Project Director Elva C. Valentine

State Project Number
72045

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Individualized Language Arts – Team Teaching

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	6/15/73	20,000.00	1972	20,000.00
Cont.	8/1/73	6/15/74	11,814.00	1973	11,814.00
Cont.	8/1/74	6/15/75	5,079.00		5,079.00
TOTAL			36,893.53		36,893.53

Proposed Termination Date 8/74

Projected Funding Level for total project period 36,893.53

TARGET POPULATION:

Students in grade five and six of the Tunkhannock Middle School are the target population of this project. Enrollment for the current year (1974-75) is approximately 600 students, of which 99% are Caucasian. The socio-economic status of the families in the attendance area ranges from low to middle class.

There are presently ten professional staff members involved in the project. Also included are one teacher aide and at least four student teachers.

The community is semi-rural with some industry, and has a population of approximately 12,600. The school district has an enrollment of 3750 students, with a total professional staff of 215, dispersed among four elementary schools, one middle school, and one senior high school.

MAJOR OBJECTIVES:

The general objective of the project is to develop a language arts curriculum based on team teaching that would improve instruction for all students through individualization and in-service training for teachers. In behavioral terms the objectives are as follows:

1. Design and implement instructional systems to create an environmental indusive to:
   a. team teaching
   b. individualized instruction
   c. large group instruction
   d. flexible scheduling.
2. Conduct inservice training for design designed to prepare teachers to incorporate the latest language research into their instruction and to implement team teaching techniques.
3. Design an ongoing assessment of the cognitive and effective student gains resulting from instructional systems experiences.

ACTIVITIES:

Project activities began with inservice training. The first year, a week of comprehensive training was held to orient teachers to the program. In the second year, a one day workshop was followed by weekly class sessions that concluded in mid November. The third year will consist of a one credit inservice to acquaint new staff with the project and to redesign certain elements of the course of study.

Students are instructed in the skills they lack through individualized and group instruction. These skills are presented by teachers while student teachers and the aide provide reinforcement and supervision of independent work. Language arts teachers plan together and jointly evaluate the progress of students.

Project Title:	Individualized Language Arts - Team Teaching	**State Project Number** 72045

EVALUATION DESIGN:

Evaluation is of several types. Students are continually evaluated on the basis of their performance in skills. In addition, an attitude survey is administered to note attitudinal changes in students.

There is a pre and post test of reading ability, the Gates MacGinitie Reading Survey. Also, pre and post Metropolitan Achievement tests are given.

FINDINGS TO DATE:

Using a criteria of one month in the program for one month in achievement all goals have been achieved or exceeded except spelling. Efforts are being made to correct the deficiencies in spelling.

Metropolitan Achievement Test (gains in months)

Word Knowledge	Reading	Total Reading	Language	Spelling
11	10.5	10	12	8.5

Gates MacGinitie Reading Survey (gains in months)

Vocabulary	Comprehension	Total
12.5	20	16.5

DISSEMINATION PLAN:

Information pertinent to the project has been disseminated through the local and regional newspapers. Three radio programs have been recorded. At the fifth grade parents night, more specific information is presented.

Date completed or revised:	5/24/74	**Completed by:**	Elva Valentine	**Phone:**	836-3111

Local Educational Agency	Greater Latrobe School District	**State Project Number**
Address:	P.O. Box 452, Latrobe, Pa. 15650	72046
Project Director	Philip S. Boggio, Assistant Superintendent	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Greater Latrobe School District Open Space Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In App.	8-1-72	7-31-73	$72,760.00	1972	$72,760.00
In App.	8-1-73	7-31-74	41,451.00	1973	41,451.00
	8-1-74	7-31-75	20,725.50		20,725.50
TOTAL					

Proposed Termination Date 7-31-75

Projected Funding Level for total project period $134,936.50

TARGET POPULATION:

The target area for this project is the area served by the Greater Latrobe School District. The area is suburban-rural in nature. The school population is predominantly white Caucasian with only five Negro students enrolled in the total school population of approximately 6300 students. The socio-economic status of the families in the school district is primarily in the area of low and middle class. Resource consultants from Millersville State College, Speedier Project, and from area colleges and school districts are available for in-service work. The Assistant Superintendent for Curriculum and Instruction is directly involved in all phases of the project.

MAJOR OBJECTIVES:

Through the completion of this program, participants who are traditionally oriented will be able to:

A. Recognize a variety of learning styles.
B. Write learning activity packets.
C. Develop inquiry strategies and cognitive questioning skills.
D. Use and evaluate team planning models and teaming structures.
E. Structure a process for consensus decision making.
F. Plan strategies for dealing with values and attitudes.
G. Use block of time scheduling.

ACTIVITIES:

The original proposal was designed for five phases: Phase 1 (Summer 1972); Phase 2 (Academic Year 1972-73); Phase 3 (Summer 1973); Phase 4 (Academic Year 1973-74); and Phase 5 (Summer 1974).

Phases 1, 2, 3, and 4 have already been completed.

During Phase 5 will include a concentration on in-service for a secondary staff who will move into a new open education facility in September of 1974.

Specialists from Speedier Project will conduct a two week workshop in the new open space environment.

Phase 5 essentially will focus on the objectives listed in this resume.

Project Title: Greater Latrobe School District Open Space Project

State Project Number 72046

EVALUATION DESIGN:

Evaluation Model for 1974-75 school year includes Teacher, Student and Parent Attitude Inventories and a Teacher Performance Rating Scale to help determine the project's progress. In addition, an on-the-spot evaluation will be conducted by an evaluation team from the Department of Public Instruction.

FINDINGS TO DATE:

Formal and informal observations of teachers made by the building principals, by other administrators, and by the teachers involved suggest that changes implicit in the project proposals are occurring. As the year has progressed there has been an increased use of learning stations and centers. Those stations being developed are more functional than those built earlier in the year. The development of contracting and learning packets has progressed similarly. Teachers have begun to use a multi-media approach, especially in the area of Language Arts. The Language Arts Committee and the Mathematics Committee have made progress developing sequence charts of concepts and skills. Various groups of teachers have been experimenting with team teaching in an effort to capitalize on each other's strengths.

In addition, marked changes in the attitude of some teachers are evident. As teachers began to find success in implementing initial changes, they were encouraged to make further modifications. Other teachers who were skeptical at first, upon seeing the success of their peers, have also begun making changes. At least in the part the success of these teachers should be attributed to the encouragement and support afforded them by the individual principals and subject-area coordinators.

Corroboration that the effects of these changes are evident can be found in the report by the on-site evaluation team.

DISSEMINATION PLAN:

1. Regular releases to the local newspaper will be used to inform the community of project progress.
2. Services of radio stations will enable another form of progress reporting to the community.
3. The Department of Education has offered to report findings of the project through its Research and Information Services for Education.

Date completed or revised:

Completed by: Philip S. Boggio, Asst. Superintendent **Phone:** (412) 539-9771

Local Educational Agency	Perkiomen Valley School District	**State Project Number**	
Address:	Box 338, Schwenksville, Pa. 19473		
Project Director	Thomas P. Henry, Jr., Director of Curriculum		72047

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Redirection of Teachers' Role in Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/13/72	8/14/73	35,000.00	1973	35,000.00
Cont.	8/14/73	8/14/74	29,000.00	1974	29,000.00
TOTAL			64,000.00		64,000.00

Proposed Termination Date 8/14/75 **Projected Funding Level for total project period** 64,000.00

TARGET POPULATION:

Students in grades six, seven and eight of the Perkiomen Valley Elementary Schools and the Perkiomen Valley Junior High are the target population of the project. These students are to be combined at a later date into a middle school consisting of grades six, seven and eight. Seven hundred seventy-five students will be participating in the project. Of the total students participating, ninety-nine percent are Caucasian. The socio-economic status of the families in the area is primarily middle-middle class.

There are approximately forty-eight professional staff members assigned to these grades, including two full-time administrators, two guidance counselors, and a small number of non-professional parent volunteers. The community is located in Montgomery County, Pennsylvania, and is semi-rural in nature. The community is largely residential in nature, and predominantly Pennsylvania Dutch in origin, although at the present time the community is undergoing major changes in its basic ethnic structure and is therefore in a state of flux. The school district has an enrollment of 34000 students, with a total professional staff of one hundred ninety dispersed among four elementary buildings, one junior high school, and one senior high school. The grades included in the district are kindergarten through twelve. Two K–8 non-public schools are also located within our school district.

Special services in the district include guidance counselors in all elementary and secondary schools, reading specialists in all elementary schools, reading teachers in the junior high school, nurses, a part-time psychologist, a full-time home and school visitor, and a child study team which meets in each school monthly to review problems and make recommendations for children requiring special attention. The school district is a member of the North Montco Vocational Technical School.

MAJOR OBJECTIVES:

The general objective of the project is to redirect our teaching efforts away from a subject-centered curriculum in grades six, seven and eight to a child-centered curriculum. In order to do this inter-disciplinary team teaching will become the primary vehicle to accommodate this change. The following objectives are more specific:

I. Teaching Staff:

Alter teacher attitudes and methods toward both their teaching techniques and toward their students, with the desired end result being an increase in knowledge of the student; the change to a student-centered program as opposed to a subject-centered program.

Expose the teaching staff to the newer methods and programs and actively involve them in their use under the leadership of present day experts in the field.

Provide training and group guidance and counseling procedures to the classroom teacher.

Project Title: Redirection of Teachers' Role in Education	**State Project Number** 72047

II. Students:

Create in a practical manner, a more human approach to education, in turn providing a more valuable and interesting learning climate and concurrent increase in student motivation.

Correlate the reading program more closely to the team teaching program so that all teachers are involved in the teaching of reading through the various disciplines.

III. Organization and Curriculum:

Expand the middle school concept in the Perkiomen Valley Junior High School along with its advantages of individualized instruction, flexible grouping and scheduling practices, and more efficient teacher utilization.

Provide inter-disciplinary team teaching experience to Ursinus and Penn State student teacher and familiarize them with middle school concepts.

ACTIVITIES:

The project activities begin with a three week summer workshop starting Monday, August 13, 1973. Th first week of the workshop will be conducted by Learn, Inc., and organization devoted exclusively to training teachers the learning skills sequence necessary to better teach and reinforce student learning by increased communications through effective reading in the various content areas.

The second and third weeks will be devoted to the tasks of the teams, i.e., preparing to start the 1973–1974 school year. During this time period, the team will: familiarize themselves with students comprising their teams; group and code students in accordance with their team policy; develop a team organization; desig and accept the value of the need for team member cooperation; develop means of inter-team cooperation; develop efficient methods of handling the daily routine tasks; explore use of parents as para-professionals; outline their team objectives, methods, and evaluation techniques; explore possible curricular areas to be initially used; and finally to plan and write inter-disciplinary units.

During the second week a consultant will be working with the teams for three days to help them develo the necessary skills for the efficient and effective completion of the many tasks facing the teams. Their skills include: communication skills, team building skills, task and maintenance skills, decision making skills; problem solving techniques and goal-setting. Additional Saturday workshops will be included, if they are neede for the purpose of writing interdisciplinary units.

EVALUATION DESIGN:

Evaluation methodology will be by surveys designed by our staff as to the worth of the team teaching processes and by area administrators who will evaluate the team teaching program as opposed to the tradition subject-centered junior high school teaching model. These surveys will be largely attitudinal in nature.

DISSEMINATION PLAN:

The utilization of the video tape and slide presentation to parent groups, community clubs, and other school districts will be conducted during the coming year. The Project Director and School Principal have served as consultants to other school district engaged in the establishment of inter-disciplinary team teaching.

Date completed or revised: 5/30/73	**Completed by:** Thomas P. Henry, Jr.	**Phone:** 215-287-7864

Local Educational Agency **Address:** **Project Director**	Intermediate Unit I 1148 Wood Street, California, Pa. 15419 John F. Hall	**State Project Number** 72048

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Individualizing Instruction by Differentiated Staffing

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	8/15/72	8/14/73	$59,450.00	1972	$59,450.00
	8/15/73	8/14/74	39,314.00	1973	
	8/15/74	8/14/75	19,657.00	1974	
TOTAL			$118,421.00		

Proposed Termination Date August, 1975

Projected Funding Level for total project period $118,421.00

TARGET POPULATION:

Elementary – Washington School District

Approximately 200 primary grade students (K-3) of the Eighth Ward School will be involved in this project. Enrollment indicates a 92% Caucasian population and 8% Negro. The students represent an urban population, many of whom are from lower income families.

Middle School – Peters Township School District

Students in grades 6-8 in the Peters Township Middle School are the target population of this project. The students are from predominately white suburban middle class residential environment. There will be seven professionals involved in this project which will serve 900 students.

High School – Avella Area School District

Students in grades 9, 10, 11, and 12 of the Avella Area High School enrolled in Social Studies and English are the target population for this project. Enrollment for the current school year (1972-73) is 349 students of which 99% are Caucasian and 1% are Negro. The socio-economic level of the attendance area is middle and lower-middle class. The community is rural with a student enrollment of 1202 and a professional staff of 54.

MAJOR OBJECTIVES:

The general objective of this project is to individualize instruction by differentiated staffing.
The behavioral objectives of the project are directed to –

1. Designing instructional systems that:
   a. use a differentiated staffing model
   b. provide individualized instruction.
2. Analyze and re-define the roles of the professionals and paraprofessionals involved in the project.
3. Obtain first hand information on the financial costs of this type of organizational structure and instructional design.

Project Title: Individualizing Instruction by Differentiated Staffing	**State Project Number** 72048

ACTIVITIES:

Project activities during the first year included research, planning and development. Consultants were utilized in workshops and seminars to assist in determing the methods and innovations necessary to implement individualized instruction by differentiated staffing. Released time was provided for teachers to permit them to begin developing the instructional materials needed for individualized instruction.

Activities during the second year will include the implementation of the pilot projects into the classroom. Team teaching will be tested, teacher aides will be utilized and the new instructional materials will be introduced. Contracts and learning activity packages will be used extensively. Work will continue on the development of instructional materials which were started during the first year, continued in the Summer of 1973, and planned for the Summer of 1974.

EVALUATION DESIGN:

Since objectives are stated behaviorally, the attainment of them can be measured or observed. Continual evaluation will be based on criteria established through observation, teacher conferences, parental conferences and teacher attitude assessment.

FINDINGS TO DATE:

The concept of differentiated staffing to individualize instruction has received wide attention and study but adoption has been limited due to the magnitude of the task, uncertainty of costs and unanswered questions relative to improved performance by students. This proposal provides a procedure to test the central thrust of differentiated staffing without involving a total school system. As the project progresses data concerned with instructional goals and financial costs will be developed.

DISSEMINATION PLAN:

Dissemination will be made with the cooperation of Intermediate Unit I, through written and verbal communication, seminars and workshops. Activities will include in-service sessions for the entire staff, group parent conferences, local newspaper coverage, a project newsletter, presentations to local civic and service groups and provisions for visitations.

PROGRESS TOWARD ADOPTION:

Positive reactions have been expressed by the district administration, the professional staff, and Board of Education in each school district conducting a pilot project.

Date completed or revised: 6/13/73	**Completed by:** John F. Hall	**Phone:** 412-938-3241

Local Educational Agency **Address:** **Project Director**	Harrisburg City Schools 1201 N. 6th Street, P.O. Box 2645 Harrisburg, Pa. 17105	**State Project Number** 72049

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individually Prescribed Reading, Middle School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 10/16/73

Projected Funding Level for total project period $21,150.00

The program of Reading instruction using Individually Prescribed materials in a middle school setting was formally initiated in November 1972. Following the approval of our proposal, steps were taken to secure and assure that the full complement of equipment and materials would be available for proper implementation of the program.

The training of the building administrator, floating teacher and team leader was under the direction of the program monitor from Research for Better Schools. Pursuant to this, Saturday sessions were conducted by the supervisor with the assistance of the staff named above to orient teachers to the philosophy of the program and to train them in the methods and techniques unique to IPI.

Training of the faculty was an on-going activity. Scheduled weekly were planning sessions at which time training continued for refinement. Planning sessions also served to (1) evaluate student performance, (2) amend instructional materials, (3) delete and supplement books in order to maintain relevance for inner-city middle school pupils.

Pre-placement testing with the criterion-referenced materials was begun the second week in November following which the program of instruction was begun.

The philosophy as developed for middle school by Harrisburg School District was studied thoroughly in order that the program objectives and operations maintain congruence.

Specifically considered were that

1. that the program serve to function in the transitional phase of pupil activity between elementary and high school
2. programming techniques provide flexibility to care for varying learning rates, interests, abilities, and modalities
3. the program emphasis combine skill development on an individualized basis while recognizing pupil needs as members of a group
4. the program be developed to attract and maintain dedicated staff
5. the program provide for opportunities of expression in the fine and practical arts.

In the operation of the program all of these objectives were undertaken and generally accomplished.

Flow charts were maintained to provide feedback weekly on the cognitive gains of each pupil in the program and to facilitate the restructing of the flexible instruction units. Functional instruments to ascertain the affective gains are still in the process of development. Faculty observations have indicated positive changes in (1) the reduction of anti-social aggressive behavior (2) pupil use of the library (3) purposeful self-direction in pupil behavior (4) pupil independence and sense of responsibility.

Project Title: Individually Prescribed Reading – Middle School	**State Project Number** 72049

The innovative methods which have provided faculty with the greatest satisfaction are:

1. the availability of a floating teacher to provide professional assistance
2. the inclusion of special subject teachers (art, music, home economics, industrial arts, physical education) in the Language Arts program as cooperating teachers
3. the availability of a wide selection of reading materials to assure pupils of the concerns for meeting their interests
4. the availability of the sequentially developed RBS materials as aids to increase pupil skills.

During the coming year much remains to be accomplished as the organization of the community advisory group, continuing reevaluation and adaptation of materials with the intent of correlation, development of instruments and records to determine individual learning modes and affective gains; provisions for demonstration and dissemination activities.

Date completed or revised: 10/15/73	**Completed by:** Helene Broome	**Phone:** 234-6131 X280

Local Educational Agency	West Allegheny School District	**State Project Number**
Address:	Box E, Imperial, Pennsylvania 15126	72050
Project Director	C. W. Rohm, Elementary Supervisor	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open Space - Team Teaching

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/74	7/31/75	13,848.00	1974	
TOTAL			13,848.00		

Proposed Termination Date July 31, 1975

Projected Funding Level for total project period $86,545.00

TARGET POPULATION:

The target population is the total West Allegheny School District's elementary population. Wilson Elementary School, Imperial, Pennsylvania, enrollment 923 and McKee Elementary School, Oakdale, Pennsylvania, enrollment 953. Wilson and McKee Schools are twin open-space team-teaching schools. Total enrollment is 1876. K through 6 of which is 93% caucasian, 1 percent negro and less than 1 per cent other ethnic origins. The social economic status of the families in the attendance area is mainly of lower and middle class composition.

The community is rural with small towns and developments scattered over a 57-square mile area. It is a strip-mined area with very little industry.

The school district has a total enrollment (1973-74) of 3320 with 513 7th and 8th graders and 931 9th through 12th grade students.

MAJOR OBJECTIVES:

The general objectives of the project will be the design and implementation of the open-space team-teaching program.

The specific objectives of the project will be:

1. Provide in-term in-service training of teachers and aides. These programs will deal with scheduling in the open space school, utilization of materials and equipment, developing independent study, methods to individualize learning and teaching students self discipline procedures.
2. Further develop an ungraded curriculum designed for continuous progress and to provide the necessary materials.
3. Plan and implement a program to enable students to develop skills and understandings essential for them to cope successfully with the open concept school.
4. Determine the additional changes, motivations, of faculty and students as well as academic achievement of students as it relates to the Open Space concept. Student Council will be implemented to aid in this objective.

ACTIVITIES:

In-service programs for teachers and aides.

Para-professional personnel will continue to be a part of our program to assist the professional team

Project Title: Open Space - Team Teaching

State Project Number
72050

ACTIVITIES: (Continued)

Curriculum changes consistent with the open space team teaching concept will be implemented such as: (a) individualized instruction that will give our students a wide range of options in his process of study with emphasis on individualized material and learning centers (b) an ungraded curriculum designed to enable our students to move vertically and horizontally through a program of instruction consistent with his abilities (c) provide multi-media materials and equipment in the I.M.C. Center as well as in the classroom that are matched to the curriculum (d) provision for flexible scheduling (large blocks of time), to accommodate large group, small group, and individualized instruction.

Slide-type presentations will be developed to present an overview of the program. It will be used as a vehicle to present the over-all program to visitors, at in-service meetings, and etc.

EVALUATION DESIGN:

Classroom achievement will be measured by comparing our existing norms to the new approach test norms as well as using the national and regional norms of the test.

Parent, staff, and pupil attitudes of the program will be solicited through questionnaires and attitude instruments. Behavioral patterns will be assessed in relationship to the new program.

FINDINGS TO DATE:

Achievement tests were given but results have not been received. Students have grown to be more involved in the educational process; being more independent; having a desire to learn; working with others, and etc.

DISSEMINATION PLAN:

The West Allegheny Newsletter mailed to all parents and interested citizens will detail the project and its progress in each issue.

Many visitors have been in to view the program and to receive in-service for this new program.

A tape-slide presentation of the project will be up-dated for presentation to interested groups.

Articles in the local newspapers.

PROGRESS TOWARD ADOPTION:

The School District has committed itself to this program as a basis for its building program. The board went on record June 21, 1972, to increase its operating budget each year for the next three years to budget the essential increased costs of the program.

Date completed or revised: 5/31/74 **Completed by:** C. W. Rohm, Elementary Supervisor **Phone:** 412-695-3300

Local Educational Agency Educational Development Center, W.C.S.C.
Address: 110 W. Rosedale Ave., West Chester, Pa. 19380
Project Director Dr. Russell A. Dusewicz (Dr. Everett A. Landin, EDC Director)

State Project Number 72051

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: The Cognitively Oriented Prekindergarten

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		8/15/72	8/14/73	$30,858	1972	$30,858
		8/15/73	8/14/73	$26,174	1973	$26,174
		8/15/74	8/14/75	$28,341	1974	$38,341
TOTAL						

Proposed Termination Date 8/14/75 **Projected Funding Level for total project period** $85,373

TARGET POPULATION:

A total of 67 low-income children over a two-year period, approximately 40–50 months of age, participated in the Cognitively Oriented Urban Prekindergarten. All of these children had been prior participants in either the Center of Home Early Learning Programs of the Pennsylvania Research in Infant Development and Education (PRIDE) Project for the immediately preceding two-year period. The West Chester Area from which these children are drawn services approximately 13,000 children in its public schools and another 4,000 in non-public facilities.

MAJOR OBJECTIVES:

The Borough of West Chester in recent years has been the focus of an influx of low income Black families from larger urban centers such as nearby Philadelphia, Chester and Wilmington as well as low income Puerto Rican families from the neighboring rural farming areas. The growing numbers of children from poverty backgrounds in the West Chester area have created an educational crisis of major proportions for this moderate sized urban community located in Pennsylvania's fastest growing county. Since research has shown that children from improversihed families enter school with a learning disadvantage which does not enable them to do well throughout their schooling, efforts were made to dissipate such disadvantage before these children even enter the schools. The Educational Development Center at West Chester, designated as a State Center for Urban and Bilingual Education Studies, actively sought solutions to these problems. The Project for Research in Infant Development and Education (PRIDE), developed jointly by the West Chester Educational Development Center, West Chester State College, and the Pennsylvania Department of Education, was undertaken as a means for such a solution. Beginning as early as 12 months of age with predominantly Black and Puerto-Rican children, this program has significantly accelerated the overall educational development of such children so that they are operating at average or, in some cases, above average levels of ability by the time they reach 40 months of age. However, there was no provision for continuing this program through to their entrance into kindergarten. This interruption came at a crucial point and represented not only a lost opportunity for further acceleration of the development, but also an open invitation to the loss of all achieved gains through regression. The Cognitively Oriented Urban Prekindergarten was developed to bridge this educational gap and continue the educational advancement of these children to the point at which they are able to compete at least adequately in the schools with those children from more advantaged homes.

ACTIVITIES:

Two half-day Prekindergarten programs, each involving a class consisting of half of the participating children serve as the vehicle for most of the activities. Those of fundamental importance include training

Project Title: The Cognitively Oriented Prekindergarten

State Project Number
72051

in perception, discrimination and integration of sensory stimuli and the building of conceptual hierarchies on the foundation of this interpreted input. Also included are: activities providing for the development of cognitive strategies by trial and error learning; language development activities; elementary math activities; activities fostering social development and good social relations; activities aimed at reading readiness. Staff available to work with the children include a head teacher, an associate teacher and two aides.

EVALUATION DESIGN:

A rigorous evaluation of program effects was undertaken, involving pre- and post-testing of all participating children on a comprehensive battery of tests. This battery included standardized measures of intellectual, language, and social development, as well as specialized scales to measure math and reading readiness. Findings indicated highly positive results for children participating in the program over the past two years of operation.

FINDINGS TO DATE:

By all standards, the Cognitvely Oriented Urban Prekindergarten must be judged a success. It gained a high degree of community support and parent interest and cooperation. It engendered a number of positive behavioral changes in the participating children, and the intellectual, language and social growth of these children was significantly enhanced as a result of the program. These results were obtained both when individual program years were analyzed as well as for the combined two-year data. All comparisons of pretest and postest results showed statistically significant gains. For example, on the Slosson Intelligence Test the difference between pretest and postest means indicated an increase of more than 20 months of mental age. Hearing vocabulary, as measured by the Peabody Picture Vocabulary Test, showed a gain of 13 months over the seven-month period. The Vineland Social Maturity Scale scores showed a gain in mean social age equivalent of about 14 months.

DISSEMINATION PLAN:

Dissemination activities have included conferences and workshops relating to the program; a mailing of program descriptions to other parts of the nation, state, and locality; and a tape-slide presentation on program activities presented at the Hershey Conference on Basic Education, The Harrisburg Conference on Black Basic Education and the 1973 Annual Meeting of the Pennsylvania Educational Research Association.

PROGRESS TOWARD ADOPTION:

Local adoption of the program is currently under discussion with West Chester Area School District officials.

Date completed or revised:

Completed by: Dr. Russell A. Dusewicz **Phone:** 215–436–2886

Local Educational Agency	Central Columbia School District	**State Project Number**	72052
Address:	4777 Old Berwick Road, Bloomsburg, Pa. 17815		
Project Director	Ann W. Heath		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Regional Diagnostic Instructional Reading Norms

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In Appr.	8/15/72	8/14/73	$37,000.00	72-73	$37,000.00
Cont. 1	8/15/73	9/30/74	24,102.00	73-74	24,102.00
Cont. 2	10/1/74	9/30/75	12,051.00	74-75	
TOTAL			$73,153		

Proposed Termination Date 9/30/75

Projected Funding Level for total project period $73,153.00

TARGET POPULATION:

The target population consists of all students, kindergarten through grade eight in the Benton, Berwick, Bloomsburg, Central Columbia, Danville, Southern Columbia school districts and the non-public schools within this region. For the purpose of analyzing and norming testing and instructional materials, stratified random samples containing Title I students, as well as children of high, middle, and low reading ability, will be selected.

MAJOR OBJECTIVES:

Major objectives for the final year of funding include:

1. Dissemination of the materials which have been developed by the project, primarily through in-service training for teachers and administrators.
2. Development of a systematic program for the use of comprehension materials which have been developed elsewhere, but which can be used as a compliment to materials developed in the project.
3. Creation of additional instructional materials in the area of oral language facility and comprehension.

ACTIVITIES:

Development assessment, and revision of instructional materials which have been developed will continue.

In-service training for teachers will be developed, and presented, under the authority and supervision of the CSIU in-service council.

EVALUATION DESIGN:

Evaluation of the diagnostic test package for reliability and validity will continue, using both the data collected from the population sample, and from feedback received from individuals who use the materials extensively.

Evaluation of the instructional strategies will continue, based on pre- and post-test measures of reading behavior.

Project Title: Regional Diagnostic Instructional Reading Norms	**State Project Number** 72052

FINDINGS TO DATE:

No results are available for reporting at the present time. Analysis of data collected during pilot testing of a stratified sample of Title I and non-Title I students, is in progress, and is scheduled for completion before the end of the second project year.

DISSEMINATION PLAN:

Within the region, through workshops, school district involvement, news articles, and presentations to interested groups. Outside the region print and non-print presentations, conferences, and in-service training in use of materials.

Date completed or revised: 8/9/74	**Completed by:** Ann W. Heath	**Phone:** 717-524-4431

Local Educational Agency	Connellsville Area School District	**State Project Number**
Address:	Race Street, Connellsville, Pa. 15425	72053
Project Director	John B. Shavel, Principal	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: CONN-QUEST

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In Apr.	8/1/72	7/31/73	$26,800	1972	$26,800
In Apr.	8/1/73	7/31/74	20,504	1973	20,504
In Apr.	8/1/74	7/31/75	10,252	1974	10,252
TOTAL			$57,556		$57,556

Proposed Termination Date 7/31/75

Projected Funding Level for total project period $57,556

TARGET POPULATION:

342 students in grades seven and eight of Junior High West, Connellsville Area School District. Total enrollment for the school in 1973–1974 was 710. 97% are caucasian and 3% are negro. The socio-economic status of the families in the school district is primarily of middle, lower-middle, and lower class composition.

At present we have 40 professional staff members, 2 paraprofessionals, 4 nonprofessional staff members and 2 administrators.

The community is semi-rural with some light industry and has a population of 40,000 and a school district enrollment of 9,000. The professional staff for the School District is 380 among 11 elementary schools, 2 junior highs and 1 senior high.

MAJOR OBJECTIVES:

The general objective is to change from a traditional school framework that has been in existence to an informal learning environment which will place the student in the center of the learning activity.

A. Specific objectives:
   To utilize a flexible schedule.
   To develop a program of individualized instruction.
   To develop a program of small group instruction.
   To initiate a team teaching program.
   To develop an interdisciplinary approach within the five teaching teams.

B. To conduct pre-service, in-service and post-service for the team and staff designed to develop patterns of new learning experiences.

C. Design a pre and post assessment of the student, teacher and parent experience.

PROPOSED ACTIVITIES:

Current concern with student and teacher apathy and frustration has led to the development of a student-centered program which is ultimately concerned with the quality of student personal involvement in the learning environment. Students will be in the learning activity.

Project Title:	CONN-QUEST	**State Project Number** 72053

MAJOR ACCOMPLISHMENTS:

At the end of the second year of the Conn-Quest program, the following accomplishments can be listed:

1. The development of an individualized teaching approach to students and their learning needs.
2. The development of a personalized approach to get to know students and their unique learning style.
3. The development of a humanized approach to accepting students as worthwhile people.
4. The development of a flexible modular schedule which allows for greater learning latitudes.
5. The development of three teaching teams which encourages teachers to work together toward common goals.
6. The development of small group learning processes to develop peer group dynamics.
7. The development of a program which allows students to be involved in the decision making process.
8. The development of an interdisciplinary learning process to allow students to see the interrelatedness of various curricular programs.
9. The development of individual standards to record continuous growth.
10. The development of an EXA program (exploratory activities) to allow teachers and students to work in the affective domain which encourages students to discover themselves and their values. The development of a human development program.
11. The development of a career research program.
12. The development of a daily schedule which operates effectively without the necessity of the ringing of bells.
13. The development of an ISA program (independent study activities) which replaces the traditional study hall.

EVALUATION DESIGN:

Two methods are being utilized: Survey and achievement test scores. The survey method is concerned wit the collection and analysis of opinions and attitudes. The achievement scores will give hard-core data on overall improvement.

FINDINGS TO DATE:

All stated objectives have been met and improved upon. Student, parent and teacher attitudes have given full acceptance of the program. The amount of enthusiasm and interest in the new program has created a demand for an expansion of the program to two additional teams for the new school year. This will allow the Conn-Quest learning design to exist in the entire school. Parents have given full support for the program. Supporting staff teachers have expressed an amazement with the degree of student responsibility, direction and enthusiasm.

DISSEMINATION PLAN:

A. A 26 page brochure entitled "Conn-Quest" has been printed and is available. The brochure represent an overview of the project.
B. Interested parties are welcome to visit our school and obtain any information which would be valuable to them.
C. Presentations to local groups are available upon request.

PROGRESS TOWARD ADOPTION:

The first and second year programs can be considered a tremendous success. We have changed from a traditional whole class environment to a healthy, informal, humanized, personalized and individualized learning environment. We are currently developing our last two teaching teams which will complete our goal of five teaching teams at the end of our program. This allows us to use the Conn-Quest learning design and environment in our entire school.

Date completed or revised: July 30, 1974	**Completed by:** John B. Shavel, Principal	**Phone:** 412-628-9085

Local Educational Agency Southern Tioga School District
Address: Dorsett Drive, Mansfield, Penna. 16933
Project Director Charles Jacobson

State Project Number 72054

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Unity Through Music

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/14/73	24,996	1972	24,996
Cont.	8/15/73	8/14/74	18,050	1973	18,050
TOTAL					

Proposed Termination Date 8/15/74

Projected Funding Level for total project period 52,075

TARGET POPULATION:

Instrumental music students in grades 4-12 and choral students in grades 9-12 of the Southern Tioga School District are the target population of the project. Total anticipated enrollment of the school district (1973-74) is 3,100. Anticipated instrumental students is 756 and anticipated choral students is 175 for a total of 931 which represents 30% of the total student population. Ninety-nine percent of school population are Caucasian in ethnic origin. The socio-economic status of the families in the school district is primarily of lower and lower-middle class composition.

There will be six (6) professional music staff members involved in the project in addition to several outside professionals, para-professionals and non-professional parent volunteers.

The community is rural with little industry and has a population of approximately 12,000 spread over an area of 485 square miles.

MAJOR OBJECTIVES:

The general objective of this project is to bring about a change in the structure of the music department in the district so that not only will more learning take place but the entire district will resultantly develop a greater sense of pride and unity throughout.

The primary objectives are as follows:

1. To design and implement an organizational music staff pattern through inservice training that encourages teachers to work cooperatively as a team.
2. To create a fine aesthetic experience for the students involved through district elementary band, district marching band, district wind ensemble, and district chorus.
3. To develop more continuity in the elementary instrumental program in the district as a result of the group teaching approach, setting down of district wide instrumented objectives, and unifying the district as to the elementary method to be used.
4. To give each elementary instrumental student added exposure to teacher expertise and more individualized instruction as a result of the group teaching approach.
5. To give 9-12 grade choral students opportunity to participate in a fine aesthetic experience.

The secondary objectives are:

1. To create a situation where the populace of each community within the school district is more aware of and sympathetic toward the music areas in the school district.
2. To create more community involvement and cohesiveness within the district.

Project Title: Project Unity Through Music

State Project Numb
72054

ACTIVITIES:

Project activities will be as follows:

In-service orientation for the district music staff involved in the project; summer band camps for instrumental students (8-12); marching bands will perform at football games and several parades; District Wind Ensemble (9-12) will conduct concerts in each of our schools plus a tour in the Spring; group teaching will be incorporated where schedules permit; formation of a district elementary band to perform in the Spring; formation of a district chorus (9-12) to perform in the Fall.

EVALUATION DESIGN:

Opinion Survey to be taken in the Fall of 1973.
Feedback from public, teachers, and students.
Advisory Board.

DISSEMINATION PLAN:

All news media to be used.
Performances of organizations created by Title II.
Brochures with pictures and write-ups of all musical organizations in the school district.

Local Educational Agency Chartiers Valley School District
Address: 2053 Swallow Hill Road, Pittsburgh, Pennsylvania 15220
Project Director Michael A. Accetta

State Project Number
72055

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Changing Teacher Attitudes Through Self-Evaluation

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	11/30/73	$20,000	1973	$20,000
Cont.	12/1/73	3/31/75	7,616	1974	7,616
TOTAL			$27,616		$27,616

Proposed Termination Date March 31, 1975

Projected Funding Level for total project period $27,616

TARGET POPULATION:

Students in grades 4–6 in the John Dewey Elementary School of the Chartiers Valley School District will participate in "Changing Teacher Attitudes Through Self-Evaluation." Enrollment for 1974-75 is approximately 1,248 in grades 3 - 6. The composite of the school district is approximately 98.5% caucasian and 1.5% non-white. Socio-economic status of the district is composed of both rural and urban communities, primarily residential with a few light industrial pockets. The communities have about 30,000 in population with a public school enrollment of 6,000 in grades K-12. The total professional staff of faculty and administration is 332.

MAJOR OBJECTIVES:

Class participation almost verbally by the students would be an ideal classroom situation. However, such is not the case, but in order to attempt an achievement to this desirable end, faculty members must have a more positive image of themselves that will permit them a non-threatening atmosphere to carry out these learning activities to achieve this, and to hopefully create less teacher dominance.

The objectives involve:

1. Changing teacher behavior in presenting materials and leading discussion so that (a) questions become value-oriented rather than fact-oriented (b) decreasing teacher participation and increasing student participation as pupils learn to support answers under challenge from their peers and without comments from the teacher (c) encouraging students to participate as the teacher learns to curb his tendency to repeat questions, answer his hown questions, and modify student answers to make them acceptable (d) writing mini courses and other curriculum units (e) teaching teachers to assess their own behaviors by watching themselves teach on video tape so that they become their own critics and suffer no loss of ego as they correct their procedures.
2. Conducting a series of training sessions in changing teachers' self image for groups of 5-10 teachers in each of the public and parochial schools, with a two-day presession in video taping and a series of month-long workshops for the balance of the school year, culminating in a week of writing new programs. Approximately 20 teachers will be able to take the training.
3. Conduct an evaluation of changes in teacher attitudes, using Far West Laboratory criteria developed by Mrs. Barbara Dunning, director of mini course utilization for Far West. Evaluation from a post program questionnaire (although totally subjective) will be held. The evaluation has had a positive change of behavior on the part of those faculty members who had participated in the initial year of the project.

Project Title: Changing Teacher Attitudes Through Self-Evaluation	**State Project Number** 72055

ACTIVITIES:

These objectives will be accomplished through the following schedule:

1. Viewing instructional films from Far West Laboratory on teacher skills and questioning techniques.
2. Self instruction using the model lessons in Far West handbooks and manuals and preparing micro lessons for taping.
3. Video taping 15-20 minute lessons following specific guidelines in Mini Course No. 9, "Higher Cognitive Questioning," that will establish skills to be mastered.
4. Self analysis of video tapes, again following instructions in manual, and reteaching the same lesson to another group of students for improvement and further evaluation.
5. Using substitute teachers when regular classroom instructors are taking their mini lessons. The teacher will be free to indicate their preference and to assess to what degree this has been attained.
6. Writing of mini course for the coming school year by 10 faculty members during ½ day sessions on Saturdays.

EVALUATION:

Is subjective in nature. The instruments aim at self improvement in classroom attitudes and methodology.

FINDINGS TO DATE:

The concept of improving a teachers attitude and performance through self-analysis certainly has a relationship to the total educational program. The project by its very design has an initial thrust to the total school program.

DISSEMINATION PLAN:

Conferences on evaluations of the program have been held by public and non-public school personnel. Arrangements to facilitate the programs worth, and to incorporate its findings in the total secondary and elementary program, have been made available. Project information reported in the school district newsletter to the public.

PROGRESS TOWARD ADOPTION:

Preliminary plans have been initiated by the school district. School district is willing to contribute to the continuance of the proposal.

Date completed or revised: 12/13/74	**Completed by:** Nicholas T. Novelli	**Phone:** 412-279-4464

Local Educational Agency **Address:** **Project Director**	Avella Area School District R.D. #2, Avella, Pa. 15312 Dr. Robert J. Loughry	**State Project Number** Temporary 72056

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Adaptive Secondary Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/14/73	$30,000.00	1972	$30,000.00
Cont.	8/73				21,816.00
Cont.	8/74				10,903.00
TOTAL					

Proposed Termination Date August. 15, 1975 **Projected Funding Level for total project period** $62,719.00

TARGET POPULATION:

Students in grades 10, 11 and 12 of the Avella Area High School attendance area who are selected to participate in the Western Area Vocational-Technical School program are the target population of this project. Enrollment for the current year (1974-75) is 580 students, of which 98 percent are Caucasian and 2 percent are Negro. The socio-economic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There are presently 29 professional staff members assigned to the school including 2 full-time administrators and 1 full-time guidance counselor. In addition, there are 4 secretaries and 4 paraprofessionals completing the staff.

The community is rural with very little light industry. The population of the community is about 4700. The school district has an enrollment of 1148 students with a total professional staff of 60 dispersed among 3 elementary schools and 1 junior-senior high school. There is no non public secondary school in the community.

MAJOR OBJECTIVES:

The general objective of this project is to provide a quality general and academic education for vocational-technical students by using upgraded individualized instruction, programmed learning, independent study, diagnostic prescriptive learning, and the use of filmstrips, sound films, tape recordings and television.

1. To provide a general and academic orientation at the home school for AVTS students in a small rural school setting by:
    a. By developing a program of general and academic education for AVTS students that is equal to the program provided for the regular student.
    b. Establishing a flexible learning experience schedule to meet the general and academic needs of AVTS students.
    c. Developing an effective program of instruction that employs varied instructional techniques, methods and technology.
    d. Developing levels of academic learning experiences that will reinforce and/or extend the training received at the vocational-technical school by AVTS students.
    e. Changing the school organization for AVTS students from 3-3 to non-gradedness.
    f. Developing a team-teaching procedured of instruction headed by the project classroom teacher, assited by an instructional aide, and the appropriate high school faculty members.

Project Title: Adaptive Secondary Education	**State Project Number** 72056

2. Establish a general and academic education program to help AVTS students develop their intellectual capacity, expand their cultural background, and motivate them to develop desirable citizenship behavior patterns.
3. Maintain a satisfactory level of attendance at the home school by AVTS students.
4. Reduce the drop-out rate.

ACTIVITIES:

Project activities for the 1974-75 school term will be:

1. Continue with a resource teacher and a paraprofessional in the program.
2. Continue to in-service professional staff and the paraprofessional.
3. Provide any additional equipment and supplies necessary for the program.
4. Continue to develop learning material to meet the needs of individual students.
5. Conduct individualized instruction for the students in the project.
6. Administer pre and post assessment instruments to students to measure learning as compared with matched students within the same LEA.

EVALUATION DESIGN:

Evaluation will be of several types. Teacher made tests and evaluations will be utilized periodically to aid the professional and paraprofessional staff in their daily planning.

FINDINGS TO DATE:

1. Student achievement for the project students was not significantly different from the matched control students. (This is better than was expected since the project students spend only one-half as much time at the home high school as the control group.)
2. School attendance of the project students was better than the control group.
3. Teachers are able to individualize instruction to overcome problems created by disruptions of class procedures.
4. It is difficult to achieve the concept of upgradedness. (It is easier to move students up in grade placement than it is to move them down.)
5. Considerable progress has been made in flexibilizing individual student's schedules.
6. Teachers are more readily diagnosing and prescribing for student needs due to teacher in-servicing;
7. Reasonable success has been indicated by placing students in this program for piloting who are either in need of remedial or advanced placement.

DISSEMINATION PLAN:

Written and verbal communication, seminars and workshops will be utilized to provide information concerning the program. Activities will include in-service training for staff members, parental conferences, and local newspaper coverage. After completion of the project, the findings will be published and copies sent to the Intermediate Unit, Department of Education and anyone else wishing such information.

PROGRESS TOWARD ADOPTION:

During the second year of the project the LEA increased support for the project so that the operating budget remained near the level of the first year of operation. There will be the same support for the third year. The LEA has already altered the long range plans considerably to include several options for individualized instruction.

Date completed or revised: 7/29/74	**Completed by:** Dr. Robert J. Loughry	**Phone:** 412-356-2216

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	21st Street and the Parkway, Phila., Pa. 19103	72057
Project Director	Dr. Bernard G. Kelner, Dist. Six Superintendent	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Samson L. Freedman School of Humanities

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	9/31/74	50,000	1972	50,000
Cont.	10/1/73	9/31/74	50,000	1973	50,000
TOTAL					

Proposed Termination Date 7/31/75 **Projected Funding Level for total project period** 150,000

TARGET POPULATION:

One hundred and fifty pupils in grades six, seven, and eight, District Six of the Philadelphia School District, have been selected as the target population for the School of Humanities. The pupils, chosen by lottery, represent a cross section of District Six's varied economic and racial make-up.

MAJOR OBJECTIVES:

The general objective of the School of Humanities is to provide the urban-bred child with unique kinds of learning experiences which will equip him with the self-confidence, sensitivity, insight and understanding, in addition to the knowledge that he needs to cope with his environment and to see his place in the wider order of things. Specifically, the school will strive to:

A. Improve pupil competency in the basic skills areas, and in the cognitive skills of analyzing, interpreting and synthesizing information.
B. Improve pupil self-esteem.
C. Increase the bonds of friendship and cooperation among individuals of diverse backgrounds.
D. Increase opportunities for pupil participation in special projects inside and outside of school.
E. Increase pupil knowledge and understanding of different world cultures.
F. Provide corrective and enrichment classes in the areas of mathematics and reading.
G. Improve the motivational levels of the pupils.

ACTIVITIES:

During the third year, the project will follow three phases: (1) staff development, (2) three-part school year instructional program, and (3) evaluation and planning for the third year.

The instructional program will include (1) Grade 6: "Who Am I?" – Ego Development The Individual's Role and His Relationship to Others, (2) Grade 7: Urban Living – Its Problems and Promises, (3) Grade 8: Life-Styles in World Cultures. Each curriculum unit – Creative Media, Mathematics, Language Arts, Social Studies, Science and Reading – will address these overall topics according to the above. The result will be an inter-disciplinary approach to learning which continues throughout the school year.

EVALUATION DESIGN:

Each objective will be measured by specially selected instruments. Pupil competency in the basic skills, and performance in the cognitive skills, will be measured by the California Achievement Test scores, and staff - designed tests. Self-esteem will be assessed by the Coopersmith Self-Esteem Inventory, and by other projective techniques. A log of pupil participation in special projects will be kept. Pre-, post-, and t-tests will be used in appropriate instances. Other projective techniques can be administered and their results recorded.

Project Title: Samson L. Freedman School of Humanities

State Project Number 72057

FINDINGS TO DATE:

A. The children in the school have demonstrated unusually positive attitudes toward their learning experiences, toward each other, and toward themselves.
B. The project staff and administrators have worked together as a team with flexibility and mutual respect to provide a meaningful curriculum which includes real world contacts and which encourages learning beyond "requirements."
C. The District Superintendent (who is also project director) is clearly supportive of the project; the unique and positive features of the Samson Freedman School will be replicated in District 6 and other subdistricts.
D. The small size of the operation is an obvious asset.
E. Several usual curricular areas were lacking, such as science, shop, and foreign language.
F. Teachers did not have adequate scheduled time for curriculum development.
G. Procurement of some equipment and supplies has been delayed without adequate explanation.
H. Some planned evaluative procedures have not been implemented.
I. The Humanities Program has been successful in bringing to the surface many of the hopes and ideas of the pupils.

DISSEMINATION PLAN:

Information on program successes and achievements will be disseminated verbally and in writing to other schools, teachers, key school district officials, parents, community agencies and the general public. Vehicles for dissemination will include staff conferences and discussions, on-site visits, a local newsletter, school newspapers, local newspapers, and town meetings. A slide-tape program is being prepared on all phases of daily activities at the school. This will be available to other groups for viewing.

PROGRESS TOWARDS ADOPTION:

The staff is working on curriculum planning in terms of needs of children, special events, resource people, and organization of school day. A replication of this school on the K-4 level will be initiated at Lingelbach School, District Six. The two schools will be independent but will share many of the same features and concepts.

Date completed or revised: 7/30/73

Completed by: Marvin Kaplan

Phone: IV 2-8060

Local Educational Agency School District of Philadelphia
Address: 21st Street, S. of the Parkway, Philadelphia, Pennsylvania
Project Director Dr. Oswald J. Giulii

State Project Number 72058

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Joint Public-Parochial Planning Councils

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/14/73	160,000	1973	160,000
Cont. App.	11/15/73	11/14/74	160,000	1974	160,000
Cont. App.	11/15/74	11/14/75		1975	
TOTAL					

Proposed Termination Date 11/14/77

Projected Funding Level for total project period 1,067,600

TARGET POPULATION:

Approximately 10,200 students, K–6, and 2,700 students, grades 7–12, from public and parochial schools will participate in this program. Approximately 50 public and 50 parochial schools are paired for joint activities and programs. Because the project is a joint public-parochial effort, the students came from a wide range of economic backgrounds representing Black, Spanish-surnamed, and Caucasian groups.

MAJOR OBJECTIVES:

Primary:

- A. To bring students of the public and parochial schools together in educational or educationally-related programs;
- B. To organize eight planning councils at the local level whose duties are to plan, direct, and implement joint activities involving students, parents, teachers, and administrators;
- C. To develop better communications between public and parochial schools on all levels;

Secondary:

- A. To open lines of communication between parents of parochial and public school children in order to develop better relations between them; and
- B. For students, parents, and teachers to gain an increased awareness and understanding of the cultural diversity of the various communities represented in Philadelphia.

ACTIVITIES:

Each Joint Public-Parochial Planning Council has developed specific programs for its distirct. Joint student activities include ethnic and racial studies, shop, home economics, choir, physical education, science, art, eighth grade student leadership council, JPC (Joint Public-Parochial Planning Councils) newsletters, high school community service projects, and projects centered around the bicentennial theme. In addition, joint dramatics programs, ecology projects, career education, communication skills, and human relations workshops are available for principals, teachers, and parents.

Project Title: Joint Public–Parochial Planning Councils

State Project Number 72058

EVALUATION DESIGN:

Evaluation will utilize the services of the School District's Division of Research and Evaluation which will include, where appropriate, the following:

a. Pre and post student testing
b. Reactions of students as indicated by an attitudinal survey
c. Teacher evaluation as measured by a questionnaire
d. On-site monitoring of student program planning councils, staff development and parent meetings.

FINDINGS TO DATE:

Evaluations were conducted in Year I in two districts by the district evaluation associate. Some problems were identified and appropriate information was conveyed to the district coordinator. The evaluation report for Year II has been shared with district superintendents and district coordinators. Follow-up meetings have been planned with the coordinators to determine their response to the report. Year III evaluation instruments have been prepared and pre-testing has been done where appropriate.

DISSEMINATION PLAN:

The eight district Joint Public-Parochial Planning Councils have the responsibility for publication and dissemination of information to the community. Three districts will publish newsletters and several individual joint school programs will also have JPC newsletters. The services of the central staff of the public and parochial school systems will also be utilized in disseminating information. A booklet has been developed by the Office of Informational Services, School District of Philadelphia, describing the JPC project. As soon as apprpropriate pictures are available the booklet will go to press.

PROGRESS TOWARD ADOPTION:

The progress of the programs adopted by the eight district Joint Public-Parochial Planning Councils is reported regularly at the district staff meetings. Many principals not directly involved with the program have initiated contacts with their neighboring non-public school principals for the purpose of planning additional joint programs. Forty-seven non-JPC joint programs have developed as a result of the dissemination effort.

Date completed or revised: 11/1/74 **Completed by:** Dr. Oswald J. Giulii **Phone:** 215–448–3441

Local Educational Agency	Tyrone Area School District	**State Project Number**
Address:	1317 Lincoln Avenue, Tyrone, Pa. 16686	72059
Project Director	David A. Sabatino, Glen G. Foster, Co-Directors	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Tyrone Model Learning Disabilities Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
III	7/1/74	6/30/75	$68,860.00	Comm/PA	$68,860
VI-G	7/1/74	6/30/75	60,700.00	USOE-BEH	60,700
DE-State			111,000.00	Comm/PA	111,000
TOTAL					$240,560

Proposed Termination Date June 30, 1975

Projected Funding Level for total project period $188,720

TARGET POPULATION:

The target populations of this project are determined by the 8 objectives of the Model Learning Disabilities Program during 1974-75, and include:

1. the student population (K-5) in the areas of Tyrone, Lewistown, and Hollidaysburg, Pa. Services will be provided through administrators, teachers, support personnel, parents, and directly to children.
2. the administrative, teacher and support personnel and parent population of 2 IU's and 2 districts in the Commonwealth will be served so as to indirectly provide services to the student populations in these areas.
3. administrative, teacher, and support personnel and parent populations on a national scale will be served through the increased emphasis on the development and dissemination of Model Learning Disabilities Program materials and procedures.

The socioeconomic status of the areas in (1) above include a broad spectrum population base running from lower through upper-middle class residents. Tyrone is representative of farming and small town communities with a total population of 7,072. Lewistown and Hollidaysburg provide a population base of 11,098 and 6,172, respectively, with agriculture and light manufacturing providing the local economic base.

RATIONALE:

The needs to be met through this project have been ascertained through 2 sources: (1) contacts with the State Department of Special Education and (2) growth of the Model Learning Disabilities Program.

1. The State Department of Special Education has charged the project with continued functioning of the 3 Model sites now in operation, with continued development of programs and materials, and with dissemination of the Model structure into new areas.
2. The Model Learning Disabilities Program was designed under a multiplier strategy. Refinement of the materials and techniques developed now dictate the large scale dissemination of this system.

MAJOR OBJECTIVES:

There are two major missions to be contracted with the Pennsylvania Department of Education, Division of Special Education. These are:

1. Technical assistance under the broad heading evaluation – consultation to provide a systems evaluation of programs and services to two IU's and two school districts in the Commonwealth.

Project Title:	Tyrone Model Learning Disabilities Program	**State Project Number** 72059

2. The management of 3 learning disabilities programs as emphasized in the Child Service Demonstration Centers will be modeled on recommended program change from existing demonstration sites, Inservice programs, an evaluation instrument to measure the effectiveness of inservice programs, a parent training manual, and peer-sibling tutoring materials package will represent major products.

ACTIVITIES:

The Major objectives are eight-fold and spin-off from the stated objectives.

1. Evaluation of the total screening, diagnostic, prescriptive, instructional, and evaluative procedures. developed by the schools in Pennsylvania requesting the Model Learning Disabilities Program services.
2. Provide on-site visitation and demonstrations at the current model program locations.
3. Conduct inservice workshops for parents, citizens, learning disabilities teachers, aides, principals, and school psychologists so they can more effectively interact with learning disabled children.
4. Notify appropriate individuals about commercially available materials for learning disabled children, and demonstrate selected material determined to be appropriate to stated needs.
5. A survey on the needs of learning disabilities professional staff will be conducted among Pennsylvania personnel to determine specific material needs and a report on directions for material development will be compiled.
6. Conduct workshops for parents and provide information and materials so they can effectively work with their learning disabled child.
7. Conduct workshops for older peers and siblings and provide them with training and material design to assist learning disabled children.
8. Collect data on performance needs of learning disabled children in secondary programs.

DISSEMINATION:

The project has and will concentrate on public awareness of the program; its products and services.

On a local level:

1. Inservices – a) Extensive inservice presentations are planned for 2 school districts and 2 IU's within the Commonwealth; b) Inservice work will continue in the 3 now functioning MLDS sites; c) short term inservice presentations are planned for other IU's, districts, and institutions interested in the MLDS approach to education.
2. Publications – continued publication of descriptive articles in local newspapers.
3. Other media – dissemination of information through local radio and television programs.

On a national level:

1. Publication of related research articles in scientific journals
2. Publication of developed materials through commercial firms for national distribution.
3. Conventions
4. Newsletter – continued publication of P-ACLD Newsletter for distribution to parents and administrators in the Commonwealth.
5. Manual – revision of *A Systems Approach To Provide Educational Services To Children With Learning Disabilities* for national dissemination.
6. On-site visits – the 3 MLDS demonstration sites will continue to encourage on-site visitation from interested parties.

EVALUATION:

The evaluation techniques involve a multiplicity of on-site evaluation, specific questionnaires, check lists, and most importantly, the evaluation of pupil progress under the techniques operating in the areas wherein the program has been or will be established.

Two basic dimensions are employed – evaluation as an ongoing feedback basis, and overall evaluation.

PROGRESS TOWARD ADOPTION:

Much of this project is reflected in and based upon the federally funded MLDS proposal. A Model program has been developed and replicated in two different systems.

Date completed or revised: 5/17/74	**Completed by:** William A. Mitte	**Phone:** 814-684-4830

Local Educational Agency	School District of the City of Erie, Pa.	**State Project Number** 72060
Address:	1511 Peach Street, Erie, Pa.	
Project Director	Mr. Alexander O. Clemente	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Learning Resources Aides

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/14/73	63,000.00	1972	63,000.00
Cont.	8/14/73	8/13/74	27,480.60	1973	27,480.60
TOTAL			90,480.60		90,480.60

Proposed Termination Date 8/15/75

Projected Funding Level for total project period 104,220.90

TARGET POPULATION:

Students in grades K-12 in all 33 schools of the School District of the City of Erie and the professionals and aides in these schools are the target population of this continuing project which has been expanded in the second year through use of local funds. Projected enrollment for the coming year 1973-74, is 19,835, of which approximately 85 per cent are white and 15 per cent are black.

There are presently 1,052 professional staff and 216 aides dispersed among 22 elementary schools, 5 junior high schools and 1 Model Middle School with grades 4-8.

The community is located in Northwestern Pennsylvania on the shore of Lake Erie; it is urban with light and heavy industry, and it is also considered a summer tourist area because of the attraction of Presque Isle Peninsula State Park. The community has a city population of 130,000 surrounded by several suburban communities adding up to a total Greater Erie Area population of 200,000.

In addition to participating city public schools, there are 24 non-public schools serving 11,212 students who are not participating in the continuing project due to the special contractual requirements of the continuing project and the transitional nature of non-public school finances.

MAJOR OBJECTIVES:

Given the need to support a changing educational program – from traditional to individualized – dependent upon supportive decentralized learning resources with trained, specialized staffing, this activity will undertake to continue to:

1. Maintain a qualified, trained staff of non-professionals for the continued and ongoing organization and application of learning resources to an individualized learning program.
2. Assist the teacher with the expansion of, and continued mechanical processes of utilization of learning resources in all phases of the instructional program.
3. Assist the learner under the supervision of the teacher with continued and expanded application of learning resources to the learning program.

ACTIVITIES:

Project activities for coming continuation year will focus on:

1. A program of monthly in-service meetings for continued training of aides in expanded uses of materials, applications of materials to developing the individualized learning program and increase efficiency of normal operational procedures in maintaining program materials and facilities.
2. Development of regular on site liaison and planning group contact meetings to expand and produce greater communication between teachers and learning resources professionals and aides:
    a. Basic need is to discover services and materials needs and use this input for purchase of materials for learning resource centers.

Project Title: Learning Resources Aides	**State Project Number** 72060

ACTIVITIES (Continued)

b. To increase teacher knowledge of services and materials currently available.

c. To provide a cooperative spirit in which learning resources can expand its supportive role.

3. Expanding and remodeling 4 to 6 elementary facilities. Providing additional minor facility development in 8 to 10 additional elementary facilities. Development of model facilities at one junior high school.

EVALUATION DESIGN:

The activities of this project will be measured by a continuing evaluation of the performance of services to the learning program. A regular reporting system of monthly numbers and types of services performed will be continued as well as on-site staff visits and self assessment by aides to provide data on performance. A portion of regular monthly inservice meetings will be used for evaluation. In addition, teachers and other related professional staff will assist in on-going qualitative evaluation of the services to the learning program that the continued project is designed to provide.

FINDINGS TO DATE:

Accumulative service reports first developed in January 1973 for the Elementary LRC program show following service totals for period January - May 1973:

K-6 ADM	VOLS in Collection	4 mo. Circulation	Media Programs	Story Telling & Special Projects	Individualized Pupil Assist.
10,050	72,537	126,575	940	1,073	4,021

All 33 district schools have Learning Resource Centers and have aides. Of 22 hired under the project only one was lost. Aides on secondary level permit 10 to 15 per cent increase in professional staff planning time.

DISSEMINATION PLAN:

A budgeted activity for the 2nd year of the project will be the preparation of an additional sound, color filmstrip for regional and state distribution by the Title III office. In addition the services of the districts' information office will be used for public information releases. Teacher in-service programs will be prepared to inform all district teachers of program services available.

PROGRESS TOWARD ADOPTION:

The 1973-74 Preliminary Budget carries approved general funds for the continuance and expansion of the project for the second year. Adoption is scheduled for June 30, 1973. Local educational agency is aware of need for continued support in the third year.

Date completed or revised: 6/14/73	**Completed by:** Mr. Alexander O. Clemente	**Phone:** (814) 455-1115

Local Educational Agency	Lampeter-Strasburg School District	**State Project Number**
Address:	Lampeter, Pa. 17537	72061
Project Director	Gene G. Swords	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Mini-Course Media Center Development Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/14/73	$28,050.00	1972	$28,050.00
Cont.	8/15/73	8/14/74	14,754.00	1973	14,754.00
Cont.	8/15/74	8/14/75	7,377.00	1974	7,377
TOTAL			$50,181		$50,181

Proposed Termination Date August 14, 1975 **Projected Funding Level for total project period** $50,181.00

TARGET POPULATION:

Students in grades 11 and 12 of the Lampeter-Strasburg High School are the target population of this project. Enrollment for the current year (1974-75) in these two grades is 439 students, of which approximately 99.99% are Caucasian. Total enrollment for the high school, grades 9 through 12 is 844 students. The socioeconomic status of the familieis in the attendance area is primarily of middle class composition.

There are presently 47 professional staff members assigned to the school which includes 2 full-time administrators, the usual percentage of complementary personnel, and 10 part-time reading tutors.

The Lampeter-Strasburg public schools serve a community of 13,000 people composed of both rural and suburban inhabitants. Approximately 1/2 are engaged in agriculture with the remaining employed in or near the city of Lancaster. The school district has an enrollment of 2,635 students with a total professional staff of 145 dispersed among six elementary schools, one junion high and one senior high school. In addition, two K-6 and one non-public junior high school serving approximately 200 students are located in the community. Approximately 194 students attend non-public schools located both within and beyond the school district bounds.

MAJOR OBJECTIVES:

The general objective of the project is to develop, adapt and implement as individualized mini-course program in language arts and social studies using the instructional media center as the heart of the project for all students regardless of their abilities and capabilities. Through this program, students will have the opportunity to broaden and pursue individual interests in a supportive climate. The main thrust will be a change in the philosophy and structure of instruction. In behavioral terms the objectives are:

1. Design and implement an instructional system fostering: (a) individualized instruction by means of mini-courses, (b) large and small group instruction, (c) flexible scheduling, (d) a library instructional materials center, and (e) an open library concept.
2. Develop courses of study based upon the desires and interests of the students surveyed.
3. Conduct pre- and in-service training for staff members in the development and implementation of these courses of study.
4. Design a new media center which will complement the philosophy of individualizing instruction through the mini-course concept.

ACTIVITIES:

Four members from the language arts, four members of the social studies departments, representing teachers in grades 11 and 12, will meet for four weeks – three weeks during the summer and one week

Project Title: Mini-Course Media Center Development Project	**State Project Number** 72061

during the school year – to develop mini-courses for the 1974-75 school year. Included in these curriculum development studies and workshops will be students, resource personnel, administrators and counselors. The Director of the Instructional Media Center will meet with the curriculum development committees in an effort to provide services and secure materials relevant to the mini-course program. The media center contains over 8,000 square feet and is designed along the open-concept idea, providing students with free access to all areas of the center which includes reference materials, hard and software, and equipment. Date of occupancy is September, 1974.

EVALUATION DESIGN:

Tangible evidence will be gathered by a study of the courses taken by the students, student use of the media center, student use by the variety of media circulation records, and the established standardized testing program. Study of intangible evidence will center around attitude and intent changes, personal and social adaptability, anecdotal records, student involvement, observation, case studies, and student and parent opinion as gathered by questionnaires and informal conferences. Standard and specific guidelines established by the American Library Association, the National Council for the Teacher of English, and the National Council for the Social Studies will be studied and used as an evaluation tool.

FINDINGS TO DATE:

Mini-courses will be offered simultaneously with our regular traditional program. Projected enrollments indicate 85% of the students selected the mini-course program as opposed to the traditional offerings. Although some registration will change in the fall, it is expected that 80% will continue. Students, parents and the Board of Education are enthusiastic with the results to date. This is especially true with the entire faculty insofar as members of the other disciplines are desirous of developing their own mini-courses.

DISSEMINATION PLAN:

Through the use of tapes, films, photographs and a scrapbook, materials will be collected. One special district newsletter was prepared following the traditional method of mailing to all residents of the school district. A brochure will be prepared for distribution to all interested personnel, neighboring schools, PDE, RISE, visitors and inquirers. Through the district newsletter mailed to all residents, monthly school board reports, the usual newspaper coverage and curriculum newsletter, we plan to keep the public well informed.

PROGRESS TOWARD ADOPTION:

The role of the Lampeter-Strasburg School District is to provide the best educational program possible for every student while being prudent in expenditures in an effort to receive the most value for the dollars expended regardless of the source of funding. No project, locally or federally supported, has ever been considered that all concerned did not seriously believe should have a high priority rating and would enhance the program of education for each student. Therefore, all projects worthy of continuation will receive support from local funds should federal funds cease.

Date completed or revised: June 28, 1974	**Completed by:** Gene G. Swords	**Phone:** 717 464-3311

Local Educational Agency	Bethlehem Area School District	**State Project Number**
Address:	535 Main Street, Bethlehem, Pennsylvania 18018	
Project Director		72062

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pennsylvania Aesthetic Education Program and Community School Activities

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/14/73	43,000.00	9 1973	43,000.00
In. App.	8/15/73	8/14/74	83,777.00	1974	83,777.00
In. App.	8/15/74	8/15/74	59,100.00	1975	59,100.00
TOTAL			$185,877.00		$185,877.00

Proposed Termination Date 8/14/75 **Projected Funding Level for total project period** $185,877.00

PENNSYLVANIA AESTHETIC EDUCATION PROGRAM

TARGET POPULATION:

Some 12,000 students and 300 plus professional staff currently involved in the state wide Aesthetic Education Program. The program currently involves 18 public school distircts, 5 non-public districts, 5 "pilot" school districts, 11 affiliated school districts, 1 museum, and 5 institutions of higher education.

MAJOR OBJECTIVES:

Four major components have been identified (1) Administration and Coordination, (2) Teacher Education/Staff Development, (3) Instruction, and (4) Evaluation and Research. Specific objectives for the project have been determined on the basis of these components.

COMPONENT 1: ADMINISTRATION AND COORDINATION

(1) To initiate the expansion of the diffusion network, (2) to maintain and coordinate the organizational network of the schools, (3) to prepare information and observations relative to the nature of the program at local and state levels and to disseminate this information to the participating agencies, (4) to define the roles of related agencies in the implementation of a statewide aesthetic education program

COMPONENT 2: TEACHER EDUCATION/STAFF DEVELOPMENT

(1) To familiarize teachers with the objectives, concepts and procedures for using CEMREL's Aesthetic Education Program materials, (2) to develop strategies for pre-service and in-service teacher education, (3) to establish training centers for pre-service and in-service education in aesthetic education, (4) to develop model methods courses for non-arts personnel in aesthetic education.

COMPONENT 3: INSTRUCTION

(1) To identify participating schools, (2) to provide resource for curriculum construction, i.e., the theoretical base and rationale for aesthetic education, a system of packaged units of instruction, and models for constructing curricula, (3) to present the curricula to elementary students, (4) to establish the various educational functions necessary to implement a total program in aesthetic education.

COMPONENT 4: EVALUATION AND RESEARCH

(1) To systematically collect data concerning the project and to collate and analyze the date collected, (2) to define areas for further research on the basis of the data collected.

PROGRAM ACTIVITIES:

The hiring of a full time program director to coordinate statewide expansion, inservice, and communication.

The initiation of THE ARTS FILE – a monthly newsletter and curriculum resource for teachers interested in Aesthetic Education.

The Allentown Museum in close cooperation with and supported by the Pennsylvania Aesthetic Education Program hosted a six week museum show called the FIVE SENSE STORE.

Some 58 strategy visitations and 21 workhsops were held across the state during the 1973–74 school year.

In addition to the above mentioned workshops and visitations during the summer of 1974, the Aesthetic Education Program sponsored a series of five regional workshops across the state.

Project Title: Pennsylvania Aesthetic Education Program and Community School Activities

State Project Number 72062

The Pennsylvania Aesthetic Education Program participated in the Lehigh University Administrators Conference which focused this year on "the Aesthetics of Sound in a Technological Age."

The program was involved in the planning phase and in the production of the 1974 Educational Congre film – to be aired on public television this coming October (1974).

Participation with the Department of Education Arts Staff in the "Arts Curriculum Guidelines" project.

Involvement in the preparation and presentation of a proposal for the HARRISTOWN CENTER FOR THE ARTS IN LEARNING.

The Aesthetic Education Program has initiated a number of evaluation devices this year including: teacher survey, ARTS File questionnaire, individual evaluation forms from participating teachers in the summer REgional workshps.

Involvement in strategy sessions in "arts in education" with selected intermediate units across the state.

EVALUATION DESIGN:

A closed response questionnaire sent to all participating teachers.

An insert post card questionnaire was included in THE ARTS FILE No. 6.

All participating teachers in the summer of 1974 Regional workshops were given an evaluation form to fill out and return.

A special questionnaire was sent to all arts specialists participating in the Aesthetic Education Program.

FINDINGS TO DATE:

Teachers want continuation of inservice experiences with a greater emphasis on classroom integration.

General pleasure with the ARTS FILE.

DISSEMINATION PLAN:

Continuation and expansion of THE ARTS FILE.

Distribution of a short film on Aesthetic Education teacher inservice workshops.

Continuation of seeking new dissemination channels – such as article published last fall in TAP journal.

COMMUNITY SCHOOL

TARGET POPULATION:

The Bethlehem Area School District is presently utilizing three junior high schools as Community Schoo using ESEA Title III funds. These schools are serving a target population of approximately 94,000 people. Of the total population 8,284 are enrolled in elementary schools K–6, 4, 161 in junior high schools grades 7- and 4,031 in high schools grades 10–12. This makes a total student population of 16,925. Approximately 10.4 percent (1,766) of these individuals represent minority groups, 70 percent of which are Spanish surname

MAJOR OBJECTIVES:

Six major objectives have been identified:

1. Effective communication with individuals of various ethnic, economical and social backgrounds
2. Satisfying personal needs leading towards the end of self-fulfillment
3. Efficient development of psycho-motor functions
4. Recognition by community members that the neighborhood school can be a center for satisfying most educational needs
5. Identification and satisfaction by agencies and schools of community needs through a coordinated effort.
6. Education which is responsive to the needs of people from all walks of life.

PROGRAM ACTIVITIES:

Activities are based on identified community needs and interests. They include such items as: instrumen tal music lessons and practive under supervision, tutorial help, arts and crafts, ballet and dance lessons, drama exploration, family living, gymnastics, band and chorus activities, swimming lessons, photography, rocketry, and geology. Possibilities will be limited only by the scope of interests.

A transportation component has been built into the budget so distance from the school to the home and parent concern for safety will not limit participation.

Staff will be hourly employees.

Date completed or revised: 12/74

Completed by: William A. Schuler,
Coordinator of State & Federal Projects

Phone: 215–694–8504

Local Educational Agency Hazleton Area School District
Address: Green & Laurel Sts., Hazleton, Pa., 18201
Project Director Betty M. Corcoran

State Project Number 72063

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: "Tomorrow at the Crossroads"

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/31/73	25,000		25,000
Cont.	9/1/73	8/31/74	14,705		14,705
TOTAL			39,705		39,705

Proposed Termination Date 8/31/75 **Projected Funding Level for total project period** 49,057

TARGET POPULATION:

Students in social studies classes in grades 7 to 12 in the Hazleton Area School District attendance area are the target population of this project. According to the enrollment figures for the 1972-73 school year there are 5,901 public school and 1,110 non-public school students in these grades. 1,430 of these students make up the population for this project.

The professional staff for this project directly involves 15 teachers in the public and non-public schools with others available as resource people. A professional consultant was employed to assist the professional staff. There are 4 aides to assist with the project.

This project affects a school district with a population of 12,188 students and a total professional staff of 685 dispersed among 22 elementary schools, 5 junior high schools, 1 junior-senior high school and 2 high schools. In addition, 12 non-public schools, grades 1 through 8, and 1 non-public school serves 2,602 students in the community.

The socio-economic status of the families in the school district is prmarily of lower-middle class composition with over 99% Caucasian. The district is a combination of urban and rural areas with the main industry textiles and apparel. The total population of the attendance area is approximately 72,000 with 30,426 (1970 Census) residents in the city of Hazleton.

MAJOR OBJECTIVES:

The general objectives of the project is to familiarize the students in the junior and senior high schools of the Hazleton Area School District and Bishop Hafey High School with the advantages of living at the crossroads of Interstate highways 80 and 81 and help them to recognize the potential of the area. The objectives in performance terms are: The student will benefit from individualized instruction, the student will participate in the initiation of curriculum planning, the student will acquire a sense of belonging to the community, the student will participate in small group research, the student will develop a more positive attitude toward the community and the social studies field, the student will remain in the community after graduation, the teacher's attitude toward modern methodology including simulation and role playing will improve, the teachers will be encouraged to accept student participation in the planning and evaluation of the curriculum. The student and teacher will participate in flexible scheduling and learn its advantages, the student and teacher will learn to use audio-visual hardware.

Project Title: Tomorrow at the Crossroads	**State Project Number** 72063

ACTIVITIES:

A questionnaire developed by the students was administered before and after the study of this project. (Results are being tabulated and will be ready in approximately a month).

A program was established whereby seniors would work with local agencies on a voluntary basis. Over 70 students worked at agencies including a home for the elderly, a school and hospital for mentally retarded adults, the YMCA, Boy Scouts, the public library, and biddy basketball program and many others. The attitudes of the students and the representatives of cooperating agencies indicates this is a very successful aspect of this project.

Students, individually and in groups, made in depth studies of specific problem areas through studies of the community. Many of these studies were made utilizing cameras and tape-recorders and therefore presentations were made by a slide-tape program.

Courses on the latest methodology in social studies concepts and community problems have been offered on an in-service basis to train the teachers participating in the pilot program. Units of study were developed by these teachers for use in conjunction with this project. These units local topics include: immigrant groups local government, recreation, coal industry, local industry today.

Classroom teachers not participating in the pilot program were kept up to date of developments through orientation classes conducted by the project supervisor, teachers, and students who participated in the pilot program.

EVALUATION DESIGN:

Evaluation methodology includes the questioning of students prior to and following the project concernin their attitudes toward the community to determine if any changes take place.

The mobility of young adults will be assessed by comparing the statistics prior to the inauguration of the project with an on-going analysis on a yearly basis thereafter to assess the effectiveness of the project.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Information was disseminated to other social studies teachers in the district through in-service programs, open to the public, presented by the pilot students and staff under the direction of the supervisor. Complete units will be distributed to all staff members in the public and non-public schools and to members of community agencies.

Student-staff directed presentations at PTA meetings and other parent advisory councils, newspaper and radio releases, and newsletters distributed to parents will convey the progress of the project to the public.

PROGRESS TOWARD ADOPTION:

Since the purpose of this pilot project is to improve the attitude of the young people toward the local community and to up-date teaching methods in the social studies and these needs are recognized by the Hazleton Area School District, the implementation of this program by the local board will depend on the success of this pilot project.

Date completed or revised: 6/74	**Completed by:** Betty M. Corcoran	**Phone:** 717-455-2292

Local Educational Agency Rochester Area School District
Address: 540 Reno Street, Rochester, PA 15074
Project Director Matthew Hosie

State Project Number
72064

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Rochester Three Plus System

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	9/1/73	$35,000.00	1972	
TOTAL			$35,000.00		

Proposed Termination Date 9/1/75 **Projected Funding Level for total project period** ________

TARGET POPULATION:

The Rochester Area School District is located along the Ohio River approximately 25 miles from Pittsburgh. The 3 communities of the district – Rochester Borough, Rochester Township, and East Rochester Borough – serve principally as residential areas for employees of light and heavy industry located in the Ohio River Valley. The school district covers a total land area of approximately 4 square miles and serves approximately 10,000 residents.

The target population will be the 2,500 students K–12 who attend the district's new school complex located geographically in the center of the district. Approximately 90% of the student population is Caucasian; the remaining 10% represents the black citizens of the area.

There are 115 instructional staff members in the complex and 5 administrators who will be directly involved with this project.

MAJOR OBJECTIVES:

Basically, the objective of the project is to provide educational program, services, and facilities to all residents of the Rochester Area on a year-round basis and to determine whether flexibility in a school calendar, program, and staff will in fact encourage flexibility in life style habits of the community. The project will attempt to accomplish the following:

1. Improve the continuous learning approach already implemented in Primary and Intermediate grades by developing planned course concepts at the Secondary level.
2. Strengthen and refine the optional 4-quarter plan already in operation in the district and to assist in financially supporting additional costs for instruction.
3. Determine whether or not a flexible 12-month year program is in fact more costly to operate than a traditional 180-day program.
4. Develop a differentiated staff that will provide leadership, efficiency, and refinement in the educational program.

ACTIVITIES:

Through previous ESEA Title III and local support, the district has undergone major curriculum revision K–12. The continuous learning approach, using a "systems" design, has been successfully implemented in the Primary and Intermediate reading, mathematics, and language arts program. The

Project Title: Rochester Three Plus System	**State Project Number** 72064

Secondary program consists at present of 233 course offerings for approximately 900 youth. All curriculum development has required the use of performance criteria.

In addition, the district in September, 1971, occupied its new innovative complex housing 2,500 students K–12. The complex consists of large open-space instructional areas, teacher planning centers, and is equipped with closed-circuit television and FM broadcasting equipment. The entire complex has been designed to house the already described educational program and is flexible enough to permit and encourage constant curriculum and staff restructure. Year-round operations were designed into the complex as the facility is air conditioned and controlled to operate only when educational use demands.

One major activity of this project will be to involve staff in the development of planned course concepts, not for individual courses per se, but for the development of expected pupil outcomes within an academic area. The district believes a continuum of performance criteria should be established within the major academic areas of communications, science, mathematics, and social studies and that pupils should be programmed to reach certain competency levels.

The thrust of the project will be, therefore, to develop continuous learning programs that will function without regard to the element of time and which, in turn, will encourage the use of school facilities, services, and staff on a year-round basis.

An optional program of the type described and somewhat implemented should encourage flexibility in family vacation plans. A major question to be answered will concern whether families will change their traditional living patterns. Will steel workers, for example, take full advantage of 13-week holiday periods if their children can be taken from school without loss of educational opportunities?

Moderate success has been accomplished with the 4-quarter operations to date. All of these operations have been financed through local effort or through implementation of some Title I and Vocational Education funds.

EVALUATION DESIGN:

Data relative to the progress of the project and to specific objectives listed will be kept on an ongoing basis. Since objectives have been stressed in performance terms, the determination of success or failure should not be difficult to distinguish.

FINDINGS TO DATE:

Four-quarter operations to date in the Rochester Schools have given indication that educational facilities, programs, and services can be provided on a year-round basis without too great a financial burden if continuous learning programs are developed. A major unexpected problem, however, concerns staffing and the inability of the district to secure adequate staff who are trained in continuous learning concepts. Adequate and well-trained staff were available for three-quarter operations, but many elected not to work beyond the 180-day contract. Salaries were not the problem as there was no difference in earnings. This is one reason that the district is exploring differentiated staffing.

DISSEMINATION PLAN:

The district has presented its program at various state and national conferences and will provide necessary documents to interested individuals. On-site visitations are encouraged if prior arrangements are made.

Date completed or revised: 7/18/74	**Completed by:** Matthew Hosie	**Phone:** (412) 775-7500

Local Educational Agency Franklin Area School District
Address: P.O. Box 350, Franklin, Pa. 16323
Project Director Dr. Gene E. Rexford, Asst. Superintendent

State Project Number 72065

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Utica Curriculum Renewal Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Cont.	8-21-74	8-20-75	$4,900.00	1974	$4,900.00
TOTAL					

Proposed Termination Date 8-14-75

Projected Funding Level for total project period $29,800.00

TARGET POPULATION:

The target population for the Utica Curriculum Renewal Project remains unchanged for 1974-75. Enrollment figures for the building are slightly lower but not enough to have any bearing on the program.

As indicated in our original report, the Utica Elementary School is one of six elementary schools in the Franklin Area School District. It is located in the Borough of Utica and serves children from Utica and surrounding townships. Although the building contains grades K-6, the target population will be those students in the first through sixth grades. Enrollment for the year 1974-75 will be 242 students, all Caucasian. The socio-economic status of most families in this area is of a lower middle class composition.

MAJOR OBJECTIVES:

The major objectives of our program have not changed during the course of the past year. In addition to working toward the objectives listed in our 73-74 abstract-narrative, we are striving to achieve all objectives as stated in our Final Proposal.

By including in our program such concepts as nongradedness, team teaching, individualized instruction, differentiated staffing, open space instruction, and variable size instructional groupings, we feel we have started and will continue to accomplish the following objectives:

1. To provide for a more effective and efficient utilization of the teaching staff.
2. To facilitate the individualization of instruction.
3. To promote full utilization of a sound educational plant.

ACTIVITIES:

Project activities during our first two years continue to be centered around several important areas. As we strive to do more with individualized work and small group instruction, diagnosing student needs still occupies a good deal of our time. Another activity involving the total staff is proper placement of students within each cluster. With approximately 60 students per cluster, it is obvious that subgroups are very necessary. Since these small groups are different for most subjects, constant and continuing evaluation is needed for each child. Accompanying both diagnostic and placement procedures, is evaluating and acquiring suitable materials. If we can continue to make progress with the above mentioned activities, we believe every child will experience a more profitable and enjoyable education.

EVALUATION DESIGN:

The evaluation of our program has not changed much from our original design. By continuing early dismissal of students two days per week, the entire staff has the opportunity to meet and discuss our

Project Title: Utica Curriculum Renewal Project

State Project Number 72065

problems and progress.

Pupil evaluation involves several procedures for measuring basic skills and attitudes. For standardized testing we have used the Metropolitan both years. The results of these tests have been satisfactory, however, the real advantage of this test has been the item analysis. Using this portion of the test, we have been able to make real progress in structuring groups to help with special needs of the children. Realizing the importance of other measurement and evaluation techniques, the following methods are also being used: (a) cumulative records, (b) teacher made tests, (c) observation, (d) oral measurement-reading, questioning, discussions, remarks, (e) written assignments and activities, (f) projects, (g) and as previously mentioned, diagnostic and standardized tests.

FINDINGS TO DATE:

Although our program was not designed to produce statistical evidence, there have been findings in regard to how this program differs from what had been done in the past. Our findings deal with what the staff has learned about operating a meaningful program using such arrangements as: team teaching, individualized and small group instruction, a variety of new materials, parent volunteers, community resource persons, etc. By having the entire building working together, we have been able to accomplish much of what our original objectives stated. The planning and meeting time has been essential in organizing activities for students and keeping all team members informed on group happenings. With teams exchanging ideas, better teaching methods are being developed. As we move to our last year of Title III involvement, we will continue to watch for changes and new findings in our program.

DISSEMINATION:

Our dissemination plan for the past two years have included various activities. More than 150 visitors were received from a number of school districts. Formal talks were given by the teacher specialist to local P.T.A. groups, college classes at both Slippery Rock and Clarion State College, high school students from Grove City, Rotary Club of Franklin and numerous other groups and organizations. Also during the past year, the Franklin School District featured the nongraded schools in their local paper and a short brochure on the Utica Program was completed and made available to all interested persons.

PROGRESS TOWARD ADOPTION:

As was indicated from the beginning, two more schools in the Franklin Area did start similar programs during the 1973-74 school year.

Date completed or revised: 7/3/74

Completed by: Dr. Gene E. Rexford, Asst. Suprndt **Phone:** 814-437-3116

Local Educational Agency Centennial School District
Address: Street & Newtown Roads, Warminster, Pa. 18974
Project Director Mr. Edward Gieger

State Project Number 72066

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Responsive Individualized School Schemes (RISS)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/31/73	$32,000.00	1972	$32,000.00
TOTAL					

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $60,464.00

The R.I.S.S. Program is divided into three distinct parts. They are:

1. 7/8 Grade Learning Centers

   Unlimited after school tutoring is available to youngsters desiring it.

   Rap sessions are set up and staffed by counselors and social workers. These groups are divided into three separate ones:

   a. Youngsters just beginning to "act out" their frustrations by displaying poor attitudes, etc. in the classroom.
   b. Youngsters beginning to be involved with truancy, refusal to do any work, etc.
   c. Youngsters with severe truancy records and those who have become constant discipline cases.

2. The Satellite School

   Grades 8 to 12. Enrollment 42.

   Students are housed in building off campus. Students are expected to be involved with the operation of the school, discipline, school responsibilities and the school curriculum choices. Much attention is given to improving lacking skills; stress is on individualization. Constant attempts are made to improve attitudes and self-esteem. Attempts are made to achieve student/community interaction.

3. The Alternative School

   Grades 11 and 12. Enrollment 37.

   This program is housed in the regular high school building. There is one full-time worker and one classroom area. Additional support is provided by regular staff members during their unassigned periods. Mini-courses are featured and academic subjects are studied through the concentrated study of one particular topic which is chosen by the student.

   Students spend part of their day in the Alternative Program and the rest in regular classrooms.

The Alternative Program is geared toward students who for any number of reasons are not succeeding in the traditional programs, or while they may be succeeding, they are disenchanted and thus "turned off."

The objectives in reference to both students and teachers remain the same as in the original proposal. However, some additions had been made to these objectives. Some of them are:

1. There is a concentrated effort to spend time giving the students vocational guidance. This involves the use of counselors, local industries, and the county vocational-technical school. It is now possible for students to be part of the Vo-Tech School and the Alternative School Program. Close contact is maintained with the R.I.S.S. Program and the Vo-Tech School.

Project Title: Responsive Individualized School Schemes (RISS)

State Project Number
72066

2. Students are also able to be part of the Co-Op Program. This allows a student to attend school part of the day and work the other part. Employers and the Alternative School keep in close contact, the school working on the needs the employer identifies.
3. Teachers from the sending school are given opportunities to visit the Satellite School to better understand the program and the students. They are encouraged to participate in any way they can. Workshops, giving them insight to alternative education, are conducted as part of the on-going staff development.
4. Closer contact, and more interplay, is developing between the three different phases of the program. Materials are being exchanged, as are ideas. Students are visiting each other's program and the 9/10 and 11/12 students have volunteered to tutor the junior high students.
5. Parents are being asked and encouraged to participate in curriculum planning and decision-making parts of the Satellite School. The school is open at anytime to these parents and many avail themselves of this opportunity. Some mothers volunteer their help in any way it can be used.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency **Address:** **Project Director**	Cumberland Valley School District R.D. #1, Mechanicsburg, Pa. 17055 Ann S. Dallam, Aquatics Director	**State Project Number** 72067

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

The School; The Swimming Pool; and The Community

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	9-1-72	8-31-73	36,000.00		
	9-1-73	8-31-74	16,570.00		
	9-1-74	8-31-75	8,285.00		
TOTAL					

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Students in grades kindergarten through twelve of the Cumberland Valley School District attendance area continue to be the primary population of this project. The secondary target population includes an estimated 21,000 adults residing in the school district attendance area. Enrollment for the current year (1974-75) is over 7,639 students of which approximately 95% are Caucasian. 5% are of other ethnic origins. The socio-economic status of the families in the attendance area ranges from rural, lower middle class to upper middle class composition.

The community, totally over 30,000 is primarily rural with some light industry concentrated along main Route 11 which bisects the district. The school district covers 105 square miles. The professional staff is divided among the senior high intermediate buildings, and seven elementary buildings. No non-public schools are located in the district.

MAJOR OBJECTIVES:

The general objectives of this project continue to be demonstrating that a pool facility within a school can be an effective and efficient center of a comprehensive school-community aquatic program serving pre-schoolers through adults.

The project will continue to be available to aquatic directors who wish to observe a total program in operation. Pool maintenance is no longer included as a major objective since the design of the filtering system prevents its being used as a model system for a program of this scope; however, the Cumberland Valley District has indicated a willingness for the facility to be used as a site for maintenance seminars, should the need become apparent. An additional objective is the establishment in cooperation with the Pennsylvania Department of Education of a Pennsylvania Aquatic Council to act as a clearing house and coordinating unit so that programs such as ours can profit from the work being done throughout the state in the establishment of aquatic standards, professional training, and certification, innovative procedures and programs.

ACTIVITIES:

Project activities during the second year include screening and classifying students in grades 9 through 12. In grades 11 and 12, non-swimmers were scheduled for beginning instruction; those passing the screening test were given their choice of an elective program including competitive strokes, mask, fins, and snorkle or water polo. In grades 9 and 10, non-swimmers were scheduled for beginning swimming,

Project Title: The School; The Swimming Pool; and The Community	**State Project Number** 72067

and those passing the screening were scheduled for stroke improvement (advanced swimming). A basic series of lessons was provided for students in grades 4, 5 and 6. The special education program was expanded to include the primary and intermediate grades. In-service training was provided for the physical education staff involved in the program and the elementary personnel whose classes were involved in the instruction. Interscholastic competition was scheduled for boys and girls in swimming and diving. Intramural water polo with all-star activities was provided for boys and girls. The first synchronized swimming show was held involving approximately 47 students and attracting approximately 600 spectators. Adult instruction, pre-school instruction and specialized activities were offered in the evening hours and summer months. Free Learn-to-Swim was offered to all children in grades 1 through 3 during the summer months. The distirct was host to the local Special Olympic Swim Meet. A tadpole (pre-schoo) Instructors Course was sponsored. Student and volunteer aides were trained and used in the school day and summer programs. The pool facilities were in use from 7:00 a.m. to 10:00 p.m.

EVALUATION DESIGN:

A major focus of evaluation was the progress measures of the number of persons participating in aquatic activities, the number of activities and the gain experienced by persons in their ability to swim.

Evaluation forms were designed and used for individual programs.

A design is being developed to measure the skill improvement at the elementary level in cooperation with the elementary classroom teacher. (This design becomes a reality as a result of the longer scheduling of elementary classes.)

FINDINGS TO DATE:

An enrollment and participant check was made for all activities, during the day, evening, and summer. All students in grades 4, 5, 6, 9, 10, 11 and 12 (in addition to all the district's special education students) had a school day experience (minimum number of lessons per student: 4) in aquatic instruction. The opportunity for instruction was provided to 11 students in grades 1, 2 and 3 through the free summer learn to swim program (Minimum number of lessons pers student: 9).

DISSEMINATION PLANS:

A brochure was prepared and distributed for each of the community program sessions – Fall, Spring, and Summer – showing the after school and evening activities. Learn-to-Swim forms were distributed to all students in grades one, two, and three. Schools known to have pools or programs were notified of special events, and the local paper carried news of registrations and programs. Work continues on the slide tape presentation illustrating the phases of the program as they develop; this presentation will be made available to the Pennsylvania Department of Education and to RISE and to other districts.

PROGRESS TOWARD ADOPTION:

The LEA has hired the aquatic director with its own funds. It has assumed the salary of the assistant aquatic director, the coaching salaries, and the part-time salaries necessary to maintain the program at its present volume at the end of the second year funding period. After the third year, the district has indicated a willingness to continue the operation at its present level, including a willingness to continue the operation at its present level, including the innovative and demonstration aspects.

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency	California Area School District	**State Project Number**
Address:	Fifth and Liberty Streets, California, Pa. 15419	72068
Project Director	Dr. John J. Cairns	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Title III	8/15/72	8/15/73	37,000	1972	37,000
	8/15/73	8/15/74	23,588	1973	23,588
	8/15/74	8/15/75	11,974	1974	
TOTAL			72,382		

Proposed Termination Date 8/15/75 **Projected Funding Level for total project period** 72,382

TARGET POPULATION:

Students in grades 1 through 6 of the Granville Elementary School are the target population of this project. Enrollment for the past year (1973-74) was 150. The socioeconomic status of the families in the attendance area is lower middle class.

The current staff of the school consists of six teachers of which one is the head teacher for administrative purposes. The project will include six teachers from each of the four other elementary buildings and three administrators.

The community is the home of California State College and is highly dependent on the steel and coal industry. The current student population is 2,283 dispersed among five elementary schools, a junior high and a senior high school.

MAJOR OBJECTIVES:

The third year objectives of the proposed three year project are:

A. Evaluation of student performance which will measure both cognitive and affective learning.
B. Refinement of processes and techniques employed in the open school.
C. Dissemination of the process and results for the pilot school to other schools in the California Area School District and neighboring school districts.

ACTIVITIES:

Project activities for the third year of this project will be team organized. Teams will interpret and utilize the results of the following tests: (1) attitudinal, (2) diagnostic, (3) achievement, (4) teacher made, (5) student reports, and (6) teacher observation to assist in individualizing of our instructional program.

The continuum of skills will be refined to provide a continuous program of instruction. It will provide for interest centered games, multi-aged grouping and multi-media approach which will utilize college students, parents, community resource people, paraprofessionals and peer tutoring in our program.

Units will be refined to make use of affective and cognitive learning centers that will enhance the self-concept, humanistic aspects of our society. Refinement will bring forth other ideas on how children learn.

The third year of operational instruction activities will expand the open school philosophy along with the dissemination and refinement of second year activities.

EVALUATION

Evaluation design will have two types of activities: (1) Internal staff of California Area Schools, (2) External as designated by the Pennsylvania Department of Education.

Project Title: The Open and Supportive School	**State Project Number** 72068

Evaluation will be based on the following:

1. Pre and post attitudinal surveys administered to the students of the model school.
2. Pre and post diagnostic measurements to determine grouping and regrouping techniques.
3. Achievement test to measure progress.
4. When new teaching techniques are used, teacher made tests may be used to measure effectiveness of the techniques.
5. Observation by instructors.
6. State evaluation by two member State ESEA Title III evaluating team.

The project will have evaluative procedures that will lead to the refinement of activities for the formulation of improved teaching strategies. The external evaluation will be provided by the Pennsylvania Department of Education in accordance with standards established by the Department of Education.

DISSEMINATION PLAN

The California Area School District has already initiated procedures for disseminating the plans and progress of the proposed project. The project has been presented to the local Board of Education and local news media. The Intermediate Unit Advisory Council has been informed of the objectives of the proposed project and will be kept totally informed as to the progress and results of the project.

The above procedure will be continued and supplemented by:

1. Newsletters and bulletins.
2. Visitations by parents, community, local district teachers, regional school district personnel, representatives of colleges and universities etc.
3. Parent conferences and assistance in the implementation of proposed plans.
4. Service group visits and speakers.
5. Intermediate Unit support.

The local district will increase support to the project during the coming years. In addition, it is anticipated that building changes in the California Area School District will result in structures capable of accommodating the resultant program.

Date completed or revised:	**Completed by:** Dr. John J. Cairns	**Phone:** (412) 938-9185

Local Educational Agency	Conestoga Valley School District	**State Project Number**
Address:	2110 Horseshoe Rd., Lancaster, Pa. 17601	72069
Project Director	John J. Evans	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Rx Curriculum Uplift

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Regular	9/1/72	8/31/73	$14,400.00	1972	$14,400.00
	12/1/73	11/31/74	8,100.00	1973	8,100.00
	12/1/74	11/31/75	4,050.00	1974	4,050.00
TOTAL			$25,550.00		$26,550.00

Proposed Termination Date 11/31/75

Projected Funding Level for total project period $26,550.00

TARGET POPULATION:

Approximately 590 children, grades one and four, will be involved in the utilization of the prepared materials.

Two teams of four teachers will participate in the preparation of curriculum materials for use in the aforementioned grades.

The Conestoga Valley School District is composed of a population of 21,840 persons. The district's population resides in suburban housing developments and small communities. Pupil population is 4,174.

MAJOR OBJECTIVES:

The goal of the project during the third year is to develop one mini course for each grade, one and four. These courses are to be inter-disciplinary in nature encompassing social studies, science, and health education. Pre-teaching training for those teachers using the materials will be offered by those who prepared the courses.

ACTIVITIES:

1. Develop the materials during the summer of 1975
2. Conduct pre-teaching training sessions

EVALUATION:

1. Constructive evaluation of developed materials by teachers who initially impliment courses.
2. Teacher evaluation of student achievement.

FINDINGS TO DATE:

1. Of two courses completed during the first year
   a. Twenty one out of a potential twenty six teachers use the materials. Favorable evaluation was received by using staff members.
   b. Target of two more courses to be developed during the second year has been achieved.

DISSEMINATION PLAN:

Local news media
School District
Printed copies of three of first four are available.

Local Educational Agency	Reading School District	**State Project Number**	
Address:	8th & Washington Sts. Reading, Pa. 19601	72070	
Project Director	Dr. Jack D. Neal		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Modified ESL-Bilingual Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9-3-74	8-31-75	$13,592		$13,592
TOTAL			$13,592		$13,592

Proposed Termination Date August 1975

Projected Funding Level for total project period 90,777 (3 years)

TARGET POPULATION:

Lauer's Park Elementary School is composed of grades K to 6 and is located in the lower income area. In addition to the above, a head start class is housed in this school. The school has a population of 650 pupils of which 200 are Negro and 165 have Spanish surnames. Of the 165 Spanish surnamed pupils, approximately 80 are in need of some help and 44 of thse pupils require immediate attention and will be part of this project.

MAJOR OBJECTIVES:

1. To teach English as a Second Language and teach math, social studies, science and Spanish in the native tongue.
2. Increase competency in both the native Spanish language and English as a Second Language.
3. Increase student competency in reading and writing.
4. Develop higher level of aspiration for Non-English speaking pupils as a long range objective to elevate the socio-economic status of subsequent generations.
5. Increase the knowledge of the Anglo-culture for the Non-English speaking pupils.
6. Provide the Non-English speaking pupils with a relevant curriculum.
7. Decrease the drop-out rate of Non-English speaking pupils. (long range)
8. To provide a model and give direction to the school district for future planning.

ACTIVITIES:

Pupils will be identified as to need. This will be done by the teacher in conjunction with the Supervisor of ESL. The forty-four identified will be placed in two groups, one of which will include grades one thru three and the other four thru six. One teacher will teach both groups English as a Second Language and the other teacher will handle the academic disciplines taught in the native tongue. All of the forty-four pupils will attend classes in art, music, physical education and industrial education, if available, with their Anglo counter parts. The structure will be fluid enough so that pupils, as they advance and if their chronological age warrants, may be advanced or placed in regular classes. This will be done after students are properly tested with regular classroom materials to make sure they will be able to succeed in regular classes.

EVALUATION DESIGN:

Monthly evaluations will be conducted by the teacher and these will measure listening comprehension, speaking and writing of English. The design used is one adopted by the staff under the direction of the

Project Title: Modified ESL-Bilingual Program

State Project Number 72070

Supervisor of ESL. Both the teacher and teacher aide will do this evaluation.

The academic progress of the pupils in academic disciplines will be measured and reported to the parents on a two month bais. A report card has been designed for this purpose. Parental conferences are conducted twice a year.

A pre and post test will be given to each pupil in the program. The Puerto Rican Achievement Test will be used which measures learning in the field of mathematics, Spanish, English, and the reading of English.

Our final evaluation will also include attendance and parental involvement.

FINDINGS TO DATE:

This is a new project and our only finding up to this point is the difficulty in obtaining materials to teach the academic disciplines in the native tongue. The Ladlow Series for academic subjects in Spanish are presently being used. Forty pupils have been returned to regular class and are doing satisfactory work.

DISSEMINATION PLAN:

We plan to have periodic releases to the parents and news media relative to our progress. In addition, we will hold monthly project meetings which will include all ESL teachers in the District; and an invitation to attend will be given to non-public school personnel. The administrative staff and teaching staff of the District will be kept abreast of progress at regularly scheduled meetings. The ESL Bilingual Advisory Board, which is composed of interested community citizens, representatives from local agencies and parents, meets at least four times a year to discuss and evaluate the program. The Superintendent of Schools has met with this committee and has asked to meet with the group again this coming year.

PROGRESS TOWARD ADOPTION:

The Reading School District has employed two teachers to write ESL Bilingual curriculum under the direction of the ESL supervisor. Materials and supplies have been ordered for the coming year and the staff within the program will remain the same as this year.

Date completed or revised: 7/1/74

Completed by: Wilfred D. Fromuth

Phone: (315) 374-4551

Local Educational Agency School District of Philadelphia
Address: 1801 Market Street
Project Director Dr. Marechal–Neil E. Young

State Project Number 72071

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Classrooms for Multiple Handicapped Children

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Int. App.	9/1/72	8/31/73	168,185	1972–73	168,185
Cont.	9/1/73	8/31/74	130,000	1973–74	130,000
Cont.	9/1/74	8/31/75	78,000	1974–75	
TOTAL			376,185		298,185

Proposed Termination Date 8/30/75

Projected Funding Level for total project period $376,185

REVISED ABSTRACT-NARRATIVE

During the past two years the Division of Special Education under the Title III funding has been able to provide a meaningful program for the multiple handicapped in districts 1, 2, 3, 4, 5, 6 and 8.

The program consists of competent teachers and aides who by their pure dint of hard work set up a program which met the wide spread needs of multiple handicapped children in the noted districts. The teaching personnel were supported by the administrative personnel of the school and the Division of Special Education. The direct services to the children not only included instruction and training but also transportation, physical and speech therapy. A considerable portion of the program was directed to the parents of the children.

The in-house evaluation under direction of the Office of Research and Evaluation devised development scales for multiple handicapped children.

In keeping with the latest on-site evaluation from the State Office the plans are to follow the following recommendations as closely as possible.

1. To provide some form of meaningful summer experience. To reduce pupil regression.
    a. A summer component has been added to counteract the regressive process which takes place in multiple handicapped youngsters during a long absence of an on-going program. The summer program is recreational as well as educational and provides an attractive alternative which can easily involve parents.
2. To provide an on-going-in-service program for teachers, teacher aides, and parents.
    a. Since the inception of the program, opportunities for staff development have been minimal. However, a consistent staff development program will be developed in Year Three which will be oriented both toward teacher needs and the concept of reinforcing learning through drill.
3. To disseminate information through the development of brochures and film strips.
    a. The on-site evaluation team specifically noted the need for better dissemination techniques as a result of experiences accumulated in project years one and two. Year Three will provide an excellent opportunity for the production of film strips, brochures, and possibly a film which will be designed for both teachers and parents.

The Philadelphia School District has supported this project as evidenced by the fact that it has absorbed $100,000 in costs. This amount includes the cost of seven teacher aides' salaries and all other costs for materials and equipment necessary for instruction.

Local Educational Agency	Tuscarora Intermediate Unit 11	**State Project Number**
Address:	R.D. #1, Box 70-A, McVeytown, Pa. 17051	72072
Project Director	Dr. Emanuel Berger	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Mathematics Program for Educable Mentally Retarded

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9-1-72	11-30-73	58,183.00	1971 & 73	$52,498.00
Cont.	12-1-73	11-30-74	50,000.00	1974	50,000.00
Cont.	12-1-74	11-30-75	75,000.00	1975	
TOTAL			$183.183		

Proposed Termination Date 11-30-75

Projected Funding Level for total project period $177,499

TARGET POPULATION:

Educable mentally retarded pupils at primary and intermediate levels in the four counties, Fulton, Huntingdon, Juniata, Mifflin, are the target population of this project. The pupils are enrolled in nine school districts in the four-county area. Total population in these districts ranges from 600 to 10,000. Socio-economically, the region has an above average number of lower middle class and disadvantaged families. The staff of the intermediate unit consists of five instructional personnel and ten non-instructional personnel at the central office. In addition, there are five psychologists and 22 teachers who work with special children in the nine school districts.

The districts are relatively large in geographic area. They are primarily rural and semi-rural, light industry and farming are the basic economic activities.

MAJOR OBJECTIVES:

The three major objectives of the project are to:

a. Develop a mathematics curriculum for the educable mentally retarded in the elementary schools,
b. Develop and implement a set of instructional materials designed for individualized instruction for selected concepts;
c. Develop a master plan for an individualized instructional program.

The key elements of the three objectives are now described:

1. Mathematics curriculum: it will contain: (a) recommended concepts with accompanying behavioral objectives, (b) suggested methods for instruction, (c) test items for each objective, (d) references to suggested materials.
2. Individualized instructional material: for selected concepts in the curriculum guide, materials will be developed and field tested in classrooms. Audio-tapes, special activity sheets, concrete materials, and performance recording forms will be incorporated in the instructional materials. Commercial materials will be used extensively and modified for the specific instructional situation.
3. Master plan for instructional system: procedures, costs, personnel, time and related data will be compiled based on the experience in generating the instructional materials for selected concepts. These data will be analyzed and included in a report describing procedures for developing a total instructional program in mathematics for the educable mentally retarded.

ACTIVITIES:

School districts in the intermediate unit have designated teachers of EMR pupils to serve as project

Project Title Mathematics Program for Educable Mentally Retarded	State Project Number 72072

participants. Teachers participating perform the following functions: review and revision of materials, field testing materials with children, development of instructional materials, and implementation of the materials in their classroom.

The mathematics curriculum has been developed by a team of consultants representing these areas: educational psychology, instructional resources, special education, and measurement.

Drafts were circulated to the project teachers and supervisors of special education for reactions prior to compiling the final document. The project teachers selected concepts that are high priority and which they find difficult to teach for developing the learning packets. The packet development involved these activities: (a) consultants described learning activities and supportive materials, (b) teachers developed the actual learning packet, (c) packets were field tested with pupils and, if necessary, revised, (d) completed packets were made available to project participants. Teachers will be trained in in-service workshops to vary their instructional practices, grouping procedures, instructional materials and evaluation methods according to the varied instructional situations encountered.

The comprehensive plan for the instructional system will be developed by (a) surveying the intermediate unit schools to determine their needs and (b) analyzing the information compiled in developing the initial set of learning packets. The plan will be written in cooperation with consultants skilled in cost accounting, administration, instructional materials and special education.

EVALUATION DESIGN:

The evaluation program will include data on pupil achievement, learning packet effectiveness, and instructional processes. The pupil achievement will be measured using pre- and post-test design with instruments specifically designed to measure achievement in the skills selected for instruction in the project. Feedback collected on the packet effectiveness will be used to revise the packets. In addition, data will be collected to describe such items as teacher role, time necessary to master a given concept, peer role in learning, pupil ability to direct his own learning activities, and teacher/pupil attitudes toward the instructional program.

Another phase of the evaluation program will be visitations by outside consultants to the project center and to the participating classes.

FINDINGS TO DATE:

Preliminary field testing with unitized self-contained packets indicated that this approach is a viable means of individualizing instructions in special education classrooms. The students enjoyed working with the materials and were highly successful on the achievement tests. The teacher attitudes toward the materials was very favorable. Forty different kits have been developed by workshop participants.

DISSEMINATION PLAN:

The dissemination activities have been directed at the project participants during the first phase of the project. Administrators and special education teachers in the four county area have been informed of the project and will continue to receive information about the progress of the project.

A slide presentation of the materials is being developed for use in teacher in-service. The completed curriculum guide will be made available to special education supervisors throughout the state.

Date completed or revised: 9/25/74	Completed by: Kenneth Calkin	Phone: (717) 232-1190

Local Educational Agency	Northeastern Educational I.U. (#19)*	**State Project Number**
Address:	Lackawanna County Office Bldg., Adams Avenue, Scranton, PA 18503	72073
Project Director	(to be determined)	

*Lea acting on behalf of itself and Intermediate Units 13, 14, 15, 17, 20, and 21.

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pennsylvania Accelerated School Success (PASS)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
New	9/15/72	9/14/73	$150,000	1972	$150,000.00
TOTAL					

Proposed Termination Date 8/1/74

Projected Funding Level for total project period $150,000.00

TARGET POPULATION:

Thirty-four thousand, one hundred forty speech, fluency and language handicapped public school children in the State of Pennsylvania will receive direct services from this project. The students will be selected based upon their performance on program criteria tests in the areas of articulation, fluency and language disorders. All students will be from a population which is regularly assigned to 569 teachers. All teachers will be trained and certified in the use of special programs which have been developed and tested over the past five years.

MAJOR OBJECTIVES:

The major objective is state wide implementation and local operation of new habilitative procedures. Other objectives include direct services to 34,140 speech, fluency or language handicapped school children; training and certification of 569 teachers to administer the programs; training and certification of teachers in each I.U. to train others so that they may become candidates for certification. All certified personnel are to be registered in the national directory and thus, become an integral part of the national network of certified persons qualified to administer specialized programs in language, fluency and articulation.

ACTIVITIES:

The project services to participating Intermediate Units will be carried out over a four year period. During this period the different regions will be sequenced into an activity schedule that has 6 major divisions. They are: 1) intensive training workshops – approximately 72 for the project – to train professionals in the use of the materials 2) meeting the requirements of certification for users and trainers to insure high quality control of program administration, 3) direct services to speech, fluency and language handicapped school children throughout the State, 4) data collection for monitoring teaching effectiveness and student progress, 5) analysis of results in terms of achievement of stated performance and behavioral objectives, 6) a turnkey operation to vest control and operation of the project activities in the local educational administrative units.

Project Title: Pennsylvania Accelerated School Success (PASS)

State Project Number 72073

EVALUATION DESIGN:

Teachers will turn in data and some sheets for each session for each student to project staff. These data will be stored and reduced via computer facilities. Two classifications of analysis will be made from the data. The first is the pre-post criterion test scores. These will be obtained for each student in individual performance target areas of either articulation, fluency or language. Analysis of these data and comparison of obtained results with stated norms of program operation will involve approximately 600,000 discrete behavioral objectives. These two areas of evaluation will permit accurate statistical evaluation of the validity of the program administration procedures and the impact of the programmed training upon the target performance criterion of the students.

FINDINGS TO DATE:

Findings from research and development of the procedures can be found in the following publications: Gray, B., and Ryan, B., *Language Training Through Programmed Conditioning*, Research Press: Champaign, Illinois, 1973; Fygetakis, L. and Gray, B., Programmed Conditioning of Linguistic Competence, *Behavior Res. and Ther.*, 153-163, 1970; Gray, B. Fygetakis, L., The Development of Language as a Function of Programmed Conditioning, *Behavior Res. and Ther.*, 6, 455-460, 1968; Gray, B. and Fygetakis, L., Mediated Language Acquisition for Dysphasic Children, *Behavior Res. and Ther.*, 6, 263-280, 1968; Gray, B. Language Acquisition Through Programmed Conditioning, in R. Bradfield (Ed.) *Behavior Modification – The Human Effort*, Dimensions Press: San Rafael, California, 1970. Current findings to date cover 5 years of operation and 107,500 instructional hours of operation involving 4.2 million recorded responses.

In addition, a pilot project of this present project entitled, "Modification of Children's Oral Language", ESEA Title III Project 48-71015-60-013-04-17 carried out in I.U. 16, 18, and 29 under the direction of Dr. James Bryden of Bloomsburg State College was designated as an exemplary project at both state and national levels.

DISSEMINATION PLAN:

Certification users and trainers resulting from this project will be able to make their services available to train and/or consult with other interested professionals throughout the state. Appropriate use will be made of professional and public media for communication of project activities.

PROGRESS TOWARDS ADOPTION:

All participating Intermediate Units have agreed to consider adoption of project activities.

Date completed or revised: 7/20/72

Completed by: Dr. James D. Bryden, Consultant
Bloomsburg State College

Phone: 717 - 784-4660
Ext. 228/219

Local Educational Agency Penns Valley Area School District
Address: Spring Mills, PA 16875
Project Director Robert C. Downie

State Project Number 72074

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Penns Valley Community Environmental Center

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In App.	9/1/72	8/31/73	$15,900.00	1972	$15,900.00
Cont.	9/1/73	8/31/74	11,535.00	1973	11,535.00
Cont.	9/1/74	8/31/75	5,767.00	1974	
TOTAL					

Proposed Termination Date 8/31/75 **Projected Funding Level for total project period** __________

TARGET POPULATION:

Students in grades K-5 and 9-12 of the Penns Valley Area School District are the target population of this project. Enrollment for the current year 1974-75 is 2292, all Caucasian. Amish students in private schools chose not to participate.

The attendance area covers approximately 50 square miles of rural area which includes two (2) boroughs and five (5) townships, located in the geographical center of Pennsylvania. Formal education ends for many after High School. Farming, hunting and fishing are an important part of life. In the district are two small manufacturing plants, and a canning corporation. Many commute to work outside the school district.

The school district has a total enrollment of 2292 students and 124 professional employees. There are four elementary schools and a Junior-Senior High School. Two schools for the Amish are located in the district and are not participating in the program.

MAJOR OBJECTIVES:

The objectives of the project are to develop and disseminate information, units of study, materials and assistance to teachers which relate to man's environment; for students to participate in outdoor experiences that will result in their ability to identify, contrast, compare, measure, interpret, and predict man's effect upon the environment and its effect upon man; to develop an ecological conscience for intelligent actions, expressing an appreciation for intangibles of earth beauty, plant and animal life, fight against ugliness, preservation of outdoors; to demonstrate a love of land and country, the wise use of natural resources, and respect for rights and property of others.

ACTIVITIES:

Project activities during the current year 1974-75 will be as follows:

1. To further develop the Land Resources Center of the school; total completion of pond and completion of courses of study.
2. Publication of Curriculum Guides for grades K-5 and 9-12. Develop sample lesson plans for in-service training and demonstration. Rough drafts were completed by teachers, consultants, and the program director during 1973-74 school year. Teachers of sixth grade, teachers of science and social studies and department heads for grades 7 and 8, the program director, the planetarium director and consultants completed this for grades 6, 7, and 8 with 1972-73 funding.
3. On site instruction and experiences will be received by students in grades K-12 in addition to those units studied in the regular classroom.

Project Title: Penns Valley Community Environmental Center

State Project Number 72074

4. In-service training for teachers to implement the program.
5. Expanded programs and activities for Conservation Day, Arbor Day, Earth Day and Week.
6. Purchase and installation of a liner for the pond.

EVALUATION:

Assessment of the success of the program will be made by: (1) teachers participating in on-site experiences; (2) a self concept inventory administered to participating students; (3) periodic short verbal and written tests by the classroom teacher; (4) evaluation form for parent completion; (5) use of facilities by out of school groups; (6) noting environmental activities of local government, private enterprise, and individuals.

FINDINGS TO DATE:

A 65 acre area for Land and Resource and Lab were initiated in 1957. Needs developed naturally for expansion of the program from use of the facilities by students, teachers, parents and community and the demand for information and library resource material. Teacher in-service day tours of the facilities created classroom interest and tours. The site included a wildlife habitat plot, a complete soil and conservation plan, nature trails and teaching stations, tree species marked for identification, pits for representative areas of soil characteristics. The area became a three county center for training and competition in land judging and forestry. An elective course in Environmental Education has been added to the curriculum for 12th grade students. The area was further developed by adding an outdoor classroom, a pond, marking signs and the addition of a weather station with 1972-73 funding of the project.

DISSEMINATION PLAN:

Disseminating information is made by the publication of a 4 page brochure distributed locally and regionally to schools, governmental units, agencies and groups, erection of highway marking signs and trails; on-site visits by schools and any other groups, and courses of study, activity guides, and grade units available to other schools. News stories and pictures have appeared in the local press.

PROGRESS TOWARD ADOPTION:

The school district has been developing the Community Environmental Center gradually since 1957. Further development and maintenance will continue. Student and community involvement is increasing. There will be no reduction in local financial support, but an increase in support is anticipated.

Date completed or revised: 6/28/74

Completed by: Robert C. Downie

Phone: 814-422-8856

Local Educational Agency Montgomery County Intermediate Unit
Address: 6198 Butler Pike, Blue Bell, Pa. 19422
Project Director Dr. Robert L. Kalapos

State Project Number 72075

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Special Education Student Information Network (SESIN)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	10/15/72	10/14/73	57,240.00	1972	57,240.00
Cont.	10/15/73	10/14/74	57,000.00	1973	57,000.00
Cont.	10/15/75		57,240.00	1974	57,240.00
TOTAL			171,480.00		171,480.00

Proposed Termination Date ______________________ **Projected Funding Level for total project period** ______________

TARGET POPULATION:

The target population is a sampling of teacher training programs in the Commonwealth. The five participating colleges are: Bloomsburg State College, Holy Family College, Millersville State College, Penn State King of Prussia Graduate Center, and West Chester State College. Approximately 1,500 undergraduate and graduate students are eligible to participate in project activities.

MAJOR OBJECTIVES:

The objectives of the project are as follows:

1) To field test and formatively evaluate the model for the Special Education Student Information Network;
2) To identify, house and disseminate a basic core of research information and materials which is current and relevant to the needs of future special educators;
3) To provide specific information retrieval services which are both complementary and supplementary to existing college resources;
4) To conduct workshop demonstrations on the proper selection and usage of instructional materials and media;
5) To familiarize pre-service teachers with the types of supportive agencies and allied specialized services available to them as special education teachers;
6) To nationally disseminate the concept and model of student information network.

ACTIVITIES:

Through affiliation with the Regional Resource Center (RRC), and the Pennsylvania Resource and Information Center for Special Education (PRISE), information collections and data bases are already available for use. SESIN data acquisition and collection have taken the form of supplementing existing RRC and PRISE holdings.

Personalized research information is provided to students at three levels: a) directing students to existing resources; b) providing information from existing files; c) initiating an original search/retrieval process.

Demonstrations are provided in the areas of media and materials.

Dissemination activities, in the form of publications and various presentations, are also ongoing.

Project Title: Special Education Student Information Network (SESIN)	**State Project Number** 72075

EVALUATION DESIGN:

Three basic types of evaluation data are collected for the list of objectives: a) questionnaire data; b) interview data; c) frequency analysis of information requests. Formative evaluation provides the basis for internal change.

FINDINGS TO DATE:

Service usage data on file indicates trends in the type and level of service requested. Since its inception in October 1972, approximately 900 requests for information have been completed by the SESIN staff. Service volume, across all categories, has increased steadily. This appears to indicate both a need for and an interest in supportive services to assist programs at the pre-service training level.

DISSEMINATION PLAN:

Dissemination has been divided into two major categories: a) dissemination about the major concepts behind the project itself; b) dissemination of research information and topical information about new trends and approaches to education. During the academic year, the academic year, the project is represented at conferences and conventions of local, regional, state, and national interest.

PROGRESS TOWARD ADOPTION:

Several colleges and universities within the state have expressed interest in affiliating themselves with the project. At the present time, these institutions are not members of the target population. Interest in both the total service model and various components have been expressed by national education programs, government agencies, and private sources.

Date completed or revised: 12/15/74	**Completed by:** Kathleen S. Ewell Susan M. Volk	**Phone:** 215–337–2970

Local Educational Agency Wylausing Area School District
Address: Wyalusing, Pennsylvania 18853
Project Director Mildred H. Dodge

State Project Number 72076

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum Development in the Language Arts

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	10/10/72	10/10/73	25,000.00	1972-73	25,000.00
Cont.	1/10/74	1/ 9/75	19,362,50	1973-74	19,362.50
Cont.	1/10/75	1/ 9/76	9,681.25	1974-75	
TOTAL			54,043.75		

Proposed Termination Date 1/9/76 **Projected Funding Level for total project period** 54,043.75

TARGET POPULATION:

The primary target is all pupils in grades 5 through 10 of the Wyalusing Area School District, with a secondary target population being pupils from grade 4 and 11-12. The enrollment is currently 148 in grade 4, 164 in grade 5, 130 in grade 6, 549 in grades 7-9, and 454 in grades 10-12. The entire school population is Caucasian, and is lower to middle class in composition with a high incidence of families in the low-income bracket.

The community is rural, sparsely populated (6500) and has several very isolated areas. There is little industry in the school district area; many residents are employed outside the school district areas. There is some part-time farming as well as a few large dairies. There are few professional people in the area, other than teachers.

There are presently 105 professional staff members in the school district, and a supportive staff of 49 non-professional and paraprofessional persons.

MAJOR OBJECTIVES:

The basic objective at the onset of the program was a careful and honest analysis of the language arts program in our school district. This appraisal was made and we felt many changes were in order, many of which are in the process of being instituted. The changes have been described in the narrative portion of the application.

ACTIVITIES:

Included in the planned activities are: (1) investigation of a variety of materials, methods and techniques, by visiting programs in other school, by having demonstrations presented, and through the aid of consultants; (2) preparation of materials for classroom use by teachers involved in the project; (3) study and discussions by staff members concerning the present program and proposed changes, with an emphasis on vertical articulation; and (4) continued work toward producing a teacher-made language arts curriculum for our school district.

EVALUATION DESIGN:

During the first year of the project, we collected data by the use of the Purdue Teacher Inventory and a locally designed student opinionaire. The teacher inventory was readministered during the second year and both of these instruments will be used during the third year of the project, which should give us some fairly complete data. We will continue to use records from the standardized tests which are

Project Title: Curriculum Development in the Language Arts	**State Project Number** 72076

EVALUATION DESIGN: (Continued)

given as a part of the regular school program; in addition, we are studying and evaluating some additional achievement tests which may be used in conjunction with the regular ones. The decision has not been made as to the best instrument for our purposes at this time. In evaluating the project at the end of the first year, we saw evidence that teachers were in fact beginning to move in more than one direction, these changes appear to be continuing to take place at the conclusion of the second year of the project. The learning sequences which have been and are being developed show a definite trend towards broadening the scope of the language arts program. A scope and sequence document for grades 3-12 has been developed and skill sequences are being documented in each unit as it is produced. Several evaluative instruments have been developed for use with the 7th and 8th grade units including pupil evaluation of the units, teacher evaluation of the units, an instrument designed for class observations by other staff and administration; in addition, many student activities include a self-evaluation with appropriate check lists and so forth which the pupil may use on his own.

DISSEMINATION:

Money is budgeted for duplication of teacher-prepared materials in order to disseminate materials and ideas from group members to one another. Reports will be prepared for dissemination through the Department of Education. Appropriate newspaper publicity will be carried on by the local press. A progress report for the local board of education is being planned for a meeting during the winter, probably February.

The junior high school teachers made a presentation of the program at a meeting of the Citizens Education Council in September and we plan to schedule a presentation for parents of 7th and 8th grade pupils in the near future.

Date completed or revised: 12/9/74	**Completed by:** Mildred H. Dodge	**Phone:** 717-746-1600

Local Educational Agency Pennsbury School District
Address: Yardley Avenue, Fallsington, Pa. 19054
Project Director William E. Donaldson, Project Planning Coordinator

State Project Number 72077

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Cooperative Planning for a Flexible School Year

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		1/30/75	$9,000			
TOTAL				$9,000		

Proposed Termination Date 1/30/75 **Projected Funding Level for total project period** $9,000

TARGET POPULATION:

The Pennsbury School District, Bucks County, Pennsylvania, encompassing 51 square miles will be the target population in this study. Four political subdivisions are contained in this district. The community is located on the bank of the Delaware River bordered by Trenton (North); Philadelphia (South). It is a suburban-rural community of 52,000 with mostly light industry, but including U. S. Steel. Approximately 40% of the population consists of persons less than 18 years of age. The socio-economic status of the families is primarily middle class composition. It is estimated that approximately 50% of the people living in the community work outside the community. There are presently 786 professional staff and 543 non-professional personnel assigned to thirteen elementary buildings (K–6); two junior high school buildings (Grades 7–8); two middle school buildings (Grades 9–10); one high school (Grades 11–12). The school district has an enrollment of 14,000 students. In addition, there are seven non-public schools (six Grades 1–8); one Grades 9–12) serving approximately 3800 students located in the community.

MAJOR OBJECTIVES:

To research and develop a viable and acceptable variable school calendar feasibility plan meeting the needs of the student body and one that will be receptive to the faculty and community.

Performance Objectives:

1. Conduct a comparative cost analysis for a conventional school year plan and a variable school year plan
2. Evaluate the attitudes of business, industry, parents, teachers, students, and classified employees toward the variable school year concept
3. Appriase the effect of the variable school year concept on curriculum, i.e., extra curricular activities and staff utilization
4. Develop a comprehensive communications network
5. Analyze and compare student transfer problems related to the two calendars (conventional versus variable)
6. Develop a rationale for conversion of a conventional school year to a variable school year
7. Compare the utility of area vocational-technical facilities (a variable plan versus conventional plan)
8. Determine the effects of staff utilization for a delf-contained classroom, conventional school year plan and a teaming-open approach variable school year plan
9. To devise and provide for the Pennsylvania Department of Educational tools for implementing the model feasibility plan

Project Title: Cooperative Planning for a Flexible School Year	**State Project Number** 72077

ACTIVITIES:

1. Establish an Advisory Council to provide counsel and monitoring for the Superintendent and the Intermediate Unit representative. The composition of the Advisory Council will be the Superintendent, Intermediate Unit representative, administrators, seven community-at-large representatives and one board of education representative.
2. Select a Chariman, whose function shall be to coordinate the successful execution of the project.
3. Establish a feasibility Study Committee to gather and collect data and information. Sub-groups wil be created to perform concentrated studies in the following areas:
   - (a) Parent vacation schedules
   - (b) Business and industrial vacation schedules
   - (c) Recreational activities
   - (d) Building maintenance
   - (e) Staff utilization
   - (f) Church, civic, parochial and vocational school activities
   - (g) Economy, accountability, and educational efficiency related to the variable school calendar
   - (h) Legislation initiation
   - (i) Research, review, analyze and critique the various models now in operation in 7 selected schoo systems and distinguish between similarities and dissimilarities.

   The make-up of this committee shal include representatives from school board, administration, teaching staff, planning assistants, pupils, parents, business and industrial organizations, and other elements of the community.
4. Select planning assistants whose function it shall be to coordinate each of the subgroups of the Feasibility Study Committee. These assistants will be called upon to assist in the development of the management plan, planning pilot models, identifying unmet needs, coordinate the development of specific procedures within each portion of the total project.

EVALUATION DESIGN:

Two types of measurement control will be employed:

1. Internal Management Control. Both quantitative and qualitative measures will be gathered in an attempt to measure the effectiveness of each objective. Graphs, charts and figures will be used to depict analysis of camparisons. Descriptive statistics will be used to convey information in a meaningful way; inferential statistics will be applied when analyzing data appropriate to quantitative design technique.
2. External management Control. An audit of the progress made and techniques employed will be made by outside expertise. In addition, Pennsylvania Department of Education representativew will be enlisted for qualified judgment of progress.

DISSEMINATION PLAN:

Basically, the services of RISE will be used in conjunction with the local district and intermediate unit efforts.

PROGRESS TOWARD ADOPTION:

The conceptual design for eventual adoption encompasses a three phase input analysis and one phase output implementation. That is, after the initial Feasibility Study is achieved, Phase II will be to formulate "Developmental Plans for Adoption"; Phase III will concentrate on the "Conversion Plan"; while Phase IV will become the initial "Implementation Plan".

Date completed or revised:	**Completed by:** William E. Donaldson	**Phone:** 215–295–4131

Local Educational Agency Address: Project Director	Hollidaysburg Area School District 405 Allegheny Street Hollidaysburg, Pa. 16648	State Project Number 72078

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Total Involvement in Ecological Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	11/1/74	10/31/75	$7,847.40	1974	$7,847.40
TOTAL					

Proposed Termination Date 10/31/75

Projected Funding Level for total project period ______

ACTIVITIES:

In the second year of our Title III program we noted an increase in enrollment by nearly 100% over the 1972-73 year. Requests from interested teachers and a study of student interests increased our teaching staff from six to ten. A full in-service day in September 1973 provided every staff member, K-12, with an opportunity to participate in on-site activities of all programs offered. Two dissemination booklets of the program were completed through the efforts of both staff and students. Funds for the printing of these booklets was provided by the LEA, in addition to the initial $2,000.00 provided by them for this project. Local clubs gave funds to develop and maintain the outdoor classrooms.

Four new programs were offered to meet the needs of students and teachers, i.e., Aviation Education, A Music Workshop, Cultural Anthropology - - all funded by Title III money; and "Science Can Be Fun", an elementary program to meet the needs of students not enrolled in the Ecology or Conservation classes and was funded by LEA. Electricity was provided for two of our three outdoor classrooms.

EVALUATION:

One of our recommendations from the State Evaluator was to develop a more objective, graphic form of evaluating our work. In this second year of funding, pre- and post- tests were originated by individual teachers and results recorded. Behavioral objectives are tested in practical situations. (Home Economic classes prepared lunch for other nine classes on the last day of the program. The drama class presented a play for the entire community and the music workshop presented a musical for the community.) A written questionnaire was again sent to each home and to daye 92% have been returned. These will be tabulated for future study as was done last year.

FINDINGS TO DATE:

The community responded nearly 100% to the desire to continue and enlarge the program in the forth coming years. Three of our classes were over-solicited to a point where students had to be divided to other classes or wait another year. Enthusiasm is growing for this summer program.

The administrators have taken a very favorable attitude toward the project since they have seen it functionaing. It is an exceptionally good public relations media.

DISSEMINATION PLANS:

A quick-moving slide/tape program is nearly finished to provide a history of the Title III project for students and community. Two booklets have been completed and distribution of these has begun.

Project Title: Total Involvement in Ecological Education

State Project Number 72078

WJAC-TV, both the Blair Press and the Altoona Mirror newspapers, and local radio stations carried information on each class. Every student from grades 7–12 received descriptive sheets on the program. The elementary students received newsletters.

PROGRESS TOWARD ADOPTION:

The secondary principal is making arrangements for a special meeting with the School Board and the Staf to outline final steps for adoption by the LEA. If the School Board does not provide sufficient funding the program can not continue next year. However, I received a very complimentary letter from our Board President in regard to the program. All Board Members have received full outlines of the work. Many have visited our projects. I feel that if sufficient funds are available, they will be divided toward this project.

Date completed or revised: 7/31/74

Completed by: Joan M. Ruck, Director

Phone: 814-695-4416

Local Educational Agency	Allegheny Intermediate Unit #3	State Project Number
Address:	B. F. Jones Annex, 311 Ross Street, Pittsburgh, PA 15219	72079
Project Director	Dr. Harold R. Chew	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Filmstrip-cassette Audio-Visual Equipment Demonstration

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/1/72	10/31/73	$6,150.00	1972	$6,150.00
TOTAL			$6,150.00		$6,150.00

Proposed Termination Date 6/29/73

Projected Funding Level for total project period $6,150.00

TARGET POPULATION:

Children expected to benefit from this project are approximately 50,000 handicapped children in the nine intermediate units served by the Western Pennsylvania Special Education Regional Resource Center. The Target population that will be directly served, however, are the 2,000 teachers of these children. This combined population of students and teachers reflects all grade levels, all economic levels, all ethnic backgrounds, all handicaps, and all cultural mixes that are to be found in special education in both public and non-public schools and classes in Western Pennsylvania.

MAJOR OBJECTIVES:

The objective of this project is to provide teachers with canned AV presentations on the existence and proper use of a variety of "teaching machines" which are available for free loan at the Western Pennsylvania Special Education Regional Resource Center. This can be described in terms of certain behavioral objectives: 1) The Project will produce approximately ten filmstrip-cassette programs covering the Hoffman Reader, etc. (Note: Minor changes may have to be made in this list, depending on production problems and/or the appearance of new machines on the market). 2) More than 2,000 special education teachers in Western Pennsylvania will borrow these canned instruction programs and become familiar with technology that is new to them. 3) Due to familiarization, the teachers mentioned above will borrow the machines presented in the canned programs and will also use them more expertly with their students than they would without this project.

ACTIVITIES:

1. AV specialists will contact information sources such as PRISE and MARSEIMC to do literature searches on any existing programs that are similar in nature to ours in order to identify useful ideas as well as mistakes to be avoided.
2. Producers of the machines and programs will be contacted to obtain all updated materials and existing instructional formats they may have that describe or explain their product.
3. Instructional Programs will be designed and rough-scripted to determine the best kind of pictures for the presentation.
4. Slide pictures of machines, programs, and perhaps operators will be made to illustrate the instructions and explanations in the script.

Project Title: Filmstrip-cassette Audio-Visual Equipment Demonstration

State Project Number 72079

5. The scripts will be polished and recorded on audio tape cassettes and the slide pictures will be put into final sequences and correlated with the cassettes.
6. Slide-taped programs will be distributed to various teachers in the Western Pennsylvania Region for feedback, evaluation, and suggestions.
7. After making revisions according to feedback and staff evaluation, filmstrips will be made from the slides and the programs will be ready for dissemination.
8. Three sets of each of approximately ten filmstrip-cassette programs will be housed in each of Pennsylvania's three Resource Centers for loan to the special educators served by the centers.

EVALUATION DESIGN:

Evaluation of the Filmstrip-Cassette programs will be made by the teachers who use the programs. Each time any of the programs goes out, a simple evaluation card will be included for teachers to indicate the effectiveness of the content, format, and technical quality of the canned program, in terms of satisfying their needs.

FINDINGS TO DATE:

Both the teachers who borrow materials from the Western Pennsylvania Special Education Regional Resource Center and their administrators who make up the center's steering committee have repeatedly expressed their approval of our staff's demonstrations of equipment, and at the same time have indicated a need for more such demonstrations than the center's staff are able to provide. These findings indicate, in turn, the need for canned presentations to supplement staff demonstrations.

DISSEMINATION PLAN:

Dissemination will take place at two levels: One is the usual level, where information about the project is radiated; information about these canned presentations will go out in the Center's newsletters and catalogs. The other and bigger level of dissemination is unique to this type of project; the sole purpose of the project is that the project itself is to be constantly disseminated, i.e., circulated through the free loan system.

PROGRESS TOWARD ADOPTION:

Since the purpose of the project is solely for circulation through the Western Pennsylvania Special Education Regional Resource Center load system, an A priority guarantee of total adoption is in effect with the submission of this application.

Date completed or revised:

Completed by: Dr. Harold R. Chew

Phone: 412-922-3370

Local Educational Agency School District of Pittsburgh, Pennsylvania
Address: 341 S. Bellefield Avenue, Pittsburgh, Pennsylvania 15213
Project Director Mr. Harry B. Singer

State Project Number 72080

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Disseminating the Free Learning Environment

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.					
In. App.	11/1/72	10/31/73	57,078	1972	57,078
Cont.	11/1/73	10/31/74	53,547	1973	53,547
Cont.	11/1/74	10/31/75	50,829	1974	50,829
TOTAL			161,454		161,454

Proposed Termination Date September 30, 1975

Projected Funding Level for total project period __________

TARGET POPULATION:

Ten new classrooms, grades 1-6 including art and music, from Pittsburgh Public Schools and Pittsburgh Diocesan Schools. From Pittsburgh Public Schools, 7 classrooms from non-compensatory schools (schools which have not been classified by economic criteria for ESEA Title I funds) will be identified through self-selection by their teachers and principals. Fifty teachers who have initiated the FRELEA program in their classrooms will continue to receive in-service training through this project. Informal assessment indicates that the student population of these 7 classrooms will reflect all economic and racial groups from the total student population, with slightly greater proportional representation of middle and upper income levels and whites.

The three classrooms from Pittsburgh Diocesan Schools, identified by criteria of teacher interest and equitable distribution, will be of mixed economic composition, with a small percentage of blacks.

MAJOR OBJECTIVES:

The general objective of the project is to convert 10 traditional elementary classrooms to the Free Learning Environment, Pittsburgh adaptation of the open school plan which will complete the training of teachers in the primary grades in the eight public and three parochial schools of the original proposal by (1) providing the essential classroom equipment and supplies; and (2) training "new and old" teachers, parent volunteers (classroom aides) and field supervisors. In addition, one music and two art teachers will be included to develop ways of integrating special subjects into the total FRELEA program. In terms of performance, the desired outcomes are as follows:

Teachers will implement program in their classrooms.
Parent Volunteers will assist in the classrooms.
Students will develop creative skills and increased achievement.
Supervisors will assist teachers and volunteers in program development and professional growth.
Teachers will implement program in music and art.
An in-service training program for special area teachers will be developed.
Continuing in-service for 50 previous project teachers (K-5) will be provided by the LEA and the project.

ACTIVITIES:

Video-tapes of micro-teaching will be developed.
Monthly workshops will be held for teachers.
Visitations to other classrooms will be arranged for the teachers.
Workshops will be held for the parents.
Parents will work in the classrooms.
Ways of integrating art and music in the classroom will be examined and developed.

Project Title: Disseminating the Free Learning Environment	**State Project Number** 72080

EVALUATION DESIGN:

Based on previous findings and recommendations, the following evaluation will be used:

1. Classroom and Teaching Changes
2. Classroom Use of Volunteers
3. Pupil Progress

The teacher evaluation will include the use of instruments and procedures developed in the 1973-74 project. A new instrument and/or procedures will be developed for the Volunteer Program. Pupil progress will be measured by the MAT and by Teacher designed records. Special examination will be made of the contribution of the art and music teachers to the project. This will be a formative, descriptive account.

FINDINGS TO DATE:

1. All but one teacher made changes in classroom and teaching.
2. All teachers perceive themselves as changing.
3. Teachers reactions to workshops were: 17 positive, 2 negative, 5 mixed.
4. Test results will not be available until October when the MAT's are given. Pilot scores are attached.
5. Accomplishments to Date:
    1. Training of 75 elementary teachers in FRELEA program.
    2. Writing, field testing and dissemination of The Guidelines for the Development of Free Learning Environment Program, Intermediate Level.
    3. Design and dissemination of a Teacher Training Design for the Free Learning Environment Program.

    Anticipated Accomplishments:
    1. Development of a library of video tapes for use in teacher training for the Free Learning Environment Program.
    2. Development of methodology for integrating art and music into FRELEA program.
    3. Improved use and management of volunteer program.

The L.E.A. is supporting the continuing in-service training of 50 project teachers. Further, the Free Learning Environment Program will be initiated in September 1974 in three new schools requesting it at local expense.

6. The on-site evaluation team recommended:
    1. Job descriptions should be developed for teacher volunteers.
    2. An evaluation design should be created to judge the effectivenss of the teacher volunteers.
    3. A workshop should be held to help teachers work effectively with teacher volunteers.
    4. Materials have been placed in the classrooms, but materials should be available in September not late in the school year.

Workshops on the use of volunteers will be planned and conducted for the "new" project teachers and all the "old" ones. Data will be collected during the project year to measure the effectivenss of the volunteer program.

Job descriptions for teacher volunteers are being prepared.

Video-tapes will be prepared for use in teacher training.

Date completed or revised: 8/1/74	**Completed by:** June S. Delano	**Phone:** 412–321–5020

Local Educational Agency	South Side Area School District	**State Project Number**	72081
Address:	R.D. #1, Box 410, Hookstown, Pa. 15050		
Project Director	Mr. C. John Brannon, Superintendent		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open Space Non-Gradedness

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	12-1-72	11-30-73	$27,500.00		
Cont.	1-1-74	12-31-74	21,570.00		
Cont.	1-1-75	12-31-75	10,785.00		
TOTAL			$59,855.00		

Proposed Termination Date 12-31-75

Projected Funding Level for total project period $59,855.00

TARGET POPULATION:

Students in grades K-6, of the South Side (Beaver) School system are the target population of this project. Enrollment for the current school year (1973-1974) is 845 students, of which 99% are Caucasion, 1% Negro, and 0% are of other ethnic origin. The socio-economic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There are presently 29 professional staff members assigned to the school as well as 2 administrators, 3 paraprofessionals to complement the professional staff.

The community is rural with no industry and a total population of approximately 4,600. The school district has a total enrollment of 1,545 pupils with a total professional staff of 62 dispersed between the Jr.-Sr. High and Elementary buildings. There are no non-public schools to serve the community in this area.

MAJOR OBJECTIVES:

The general objective of this project is to upgrade the quality of the learning experience through open space, non-graded education, in the Elementary section of the South Side School system. In behavioral terms, the objectives are as follows:

1. The administration and faculty of the Elementary school will design and implement instructional systems for an open space, non-graded learning environment through (a) individualized instruction, (b) large group instruction, (c) heightening of experimental quality through outdoor on-site education in Ecology, Science, and Math, as well as a "hands-on" approach to Home Economics and Industrial Arts.
2. The Administration will employ a part-time Home Economics and Industrial Arts teacher in order to provide professional help for the students and faculty to reinforce Unit work through the assimilation of Home Economics and Industrial Arts into the curriculum that it might compliment the Ecology, Math and Science areas of study.
3. The faculty will design and present to the students a pre and post evaluation of knowledge preceding and following each unit of study in order to measure the gains on the part of the students through the use of the supplimentary areas of study provided in the Open Sapce experience.

Project Title: Open Space Non-Gradedness

State Project Number 72081

ACTIVITIES:

1. Project activities during the current school year have included a partial approach to open space non-graded education. This has been necessary due to a lack of existing appropriate materials.
2. A new area is being provided for Home Economics and Industrial Arts Departments.
3. An Environmental Studies group (including teachers, administrators, and members of the community representing various civic groups) is currently working on plans to use the outdoor laboratory.
4. An eclectic approach to Math is being implemented into the present curriculum.

In-service programs through visitation by teachers to other open-space schools in order to study methods adaptable to our program have been held and will be continued.

PROGRESS TOWARD ADOPTION:

A judgement has been made by the staff and with the support of the Board of Education that Open Space Non-Gradedness is a reasonable approach to take to improve the quality of Education in the District.

Many of our Elementary Teachers have done background reading in open space education, visited open space schools and been exposed to in-service programs dealing with open space and non-graded concepts.

Specialists from the Department of Education have been contacted and have provided help for us through a summer workshop and visitation.

A citizens committee, as well as a committee of professional staff members has been working to develop the program.

Beyond this, the Superintendent has worked with the Education Committee of the Board of Education in the development of this program.

A three phase operational plan has been initiated to organize the program.

FINDINGS TO DATE:

The South Side Area School District is completely rural consisting of 76 square miles of farmlands and woods. It is situated in southern portion of Beaver County. This area by any measuring stick is extremely poor.

This low level of wealth has necessarily hampered experimentation and innovations forcing the district to maintain lock step programs. There has been no money for adequate numbers of teachers, aides, materials, textbooks, reference books; for sending teachers out to observe and get on-the-job training to sponsor workshops and other numerous activities conducive to a satisfactory program.

Through an evaluation by the students we have found that they are pleased with the Open Space experience.

DISSEMINATION PLAN:

The dissemination of information concerning the program would be provided through a school publication that would be created expressly for this program. Also, the information could be released through the area newspapers.

Through meetings of the faculty, the PTA, the School Board, the County Administration, and the Intermediate Unit information could be provided through a slide presentation.

EVALUATION DESIGN

An evaluation of the program will take place monthly as well as a year end evaluation at which time members of the staff will be employed to stay on and evaluate the effectiveness of the program and make recommendations as to whether the programs should be carried on. If the program proves to be successful according to the evaluation the Board of Education has indicated a willingness to help support the program in the future.

Date completed or revised:

Completed by: William Edgar

Phone: 573-9581

Local Educational Agency Upper Perkiomen School District
Address: 1 Walt Road, Pennsburg, Pa. 18073
Project Director Mr. Nelson E. Weber

State Project Number 72082

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open Education Staff-Student Development

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Reg.	1/15/75	1/14/76	5,813.	1975	5,813.00
TOTAL					

Proposed Termination Date 1/14/76 **Projected Funding Level for total project period** 5,813.00

TARGET POPULATION:

The target population for the project consists of approximately 1,100 students and fifty staff members in grades 5–8 at the Upper Perkiomen Middle School. Initially about one-third of this target population was involved, but additional participation in the second year led to an involvement of approximately four-fifths of the school population. In addition, the open education concept has been expanded to the elementary and secondary level. Students and staff members from St. Philip Neri School have also been active participants. The school district has an enrollment of 3,300 students with four elementary schools, a middle school, and a senior high school.

MAJOR OBJECTIVES:

The main objective of the project was to develop an open education program for staff and students of the middle school. This approach was one of the alternatives used to improve the quality of instruction in the school. Specific objectives of the program were as follows:

1. To encourage and educational climate in which students will voluntarily and eagerly learn.
2. To provide a pre-service and in-service training program for staff development toward an open education approach to learning.
3. To develop a screening device to identify types of teachers and students who cannot function adequately in open education and provide an alternative program for them.
4. To expand a mini-project in open education to a more complete program.
5. To utilize a newly constructed open-space building structure to its full potential.

ACTIVITIES:

Activities included regular and summer term in-service training which involved local personnel, outside resource speakers, school visitations, and participation in conferences. Topics included (1) higher cognitive questioning, (2) development, use and evaluation of learning centers, and (3) utilization of new multi-media materials. Curriculum materials such as a communication skills continum and learning center packet were produced.

Effective utilization of an open concept addition involved the instructional materials center which served as the hub of the learning program. Increased community involvement was evident through a parent volunteer program, parent orientation sessions, and parent conferences. Continued utilization of an instructional consultant and instructional aide assisted in program development.

Project Title:	Open Education Staff-Student Development	**State Project Number** 72082

EVALUATION DESIGN:

Evaluation was conducted in the areas of teacher attitude, student attendance, student achievement, media center utilization, and effective teaching behavior. Measurement devices included standardized tests, school attendance records, teacher questionnaires, pupil interviews, and state quality assessment studies.

FINDINGS TO DATE:

Test scores indicated favorable change reaction by participants with regard to children and their learning. Participants agreed that the in-service program provided them with teaching strategies to make learning easier for their students. For example, the microteaching activity was described as a valuable teaching method which should become a permanent part of classroom activity.

Student attendance at the middle school continued to be outstanding and the middle school was ranked in the top five percent of all middle schools in the state on EQA testing (1973). Student achievement test scores resulted in mean grade equivalent scores above the national norm. A tabulation of student use of the media center indicated an average pupil number of approximately one-half the school population for each day. Effective teaching behaviors were grouped into categories and used by participants as a means of improving the instructional program.

DISSEMINATION PLAN:

The school has continued its function as an education model by offering a complete program for study by visitors. Information has also been disseminated by in-service programs, conferences, news releases, a tape-slide presentation, and a videotape. A bi-weekly newsletter emphasized the educational aspects of the program and is available for interested schools.

PROGRESS TOWARD ADOPTION:

The "Open Education Staff-Student Development" program has assisted in providing a flexible and favorable instructional setting for the staff and students of the Upper Perkiomen Middle School. Through an extensive in-service program which includes outside resources as well as local personnel, the school has been able to incorporate an open education program into its instructional setting. A positive attitude of student involvement toward learning has been obvious in the open education setting in the middle school.

Date completed or revised:	11/15/74	**Completed by:**	Mr. Nelson E. Weber	**Phone:**	215-679-6288

Local Educational Agency	Manheim Central School District	**State Project Number**
Address:	Adele Ave. and Hershey Dr., Manheim, Pa. 17545	72083
Project Director	Mr. Verling L. Etter	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open Sapce Utilizing Traditional Building – Sporting Hill

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/73	1/15/74	$21,000.00	1973	$21,000.00
Cont.	1/15/74	1/15/75	11,684.00	1974	11,684.00
Cont.	1/15/75	1/15/76	5,842.00	1975	
TOTAL			$38,526		$50,000.00

Proposed Termination Date 1/15/76

Projected Funding Level for total project period $38,526.00

TARGET POPULATION:

The elementary school population within the Manheim Central School District is comprised of 1,865 students. Sporting Hill, the target school, serves 164 pupils from the neighboring village and farms. Families in the area are Caucasian and are socio-economically middle class.

The full time staff at Sporting Hill includes six teachers, one teacher aide, and one para-professional. Part time staff members include personnel in art, music, physical education, and instrumental music. Supportive personnel include a remedial reading teacher, a speech therapist a hearing specialist, and a learning disability specialist.

Within the district are four other elementary schools which are identical to Sporting Hill in population, physical plant, and staff. This situation makes the setting for what should be a highly reliable evaluation study.

MAJOR OBJECTIVES:

The primary student goal of the program is to instill in each child a positive attitude toward the academic environment by combining the presentation of subject matter with various multi-media learning experiences in an informal open atmosphere.

First among the staff goals is to stimulate and inspire students to use various instructional materials in doing research and reporting with a minimum of supervision. Children involved in the program at Sporting Hill will:

a. Develop self confidence through individualized and independent learning.
b. Progress at his own rate of learning.
c. Research and solve problems within the realm of his own ability.
d. Recognize the inter-relationships of academic areas.

Staff involved in the program will:

a. Develop innovative techniques to meet the needs of the learner.
b. Develop techniques in the use of diagnostic procedures.
c. Learn to solve problems by working and planning together in a team situation.

ACTIVITIES:

1. Individualized learning situations will be utilized whenever possible and performance will be non-graded.
2. When individualization is not the most efficient method for attaining some educational goals, small group instruction will be initiated.

Project Title: Open Space Utilizing Traditional Building

State Project Number 72083

3. The student population is divided into a lower level and intermediate level team and students will be grouped by ability levels in each subject area.
4. Teachers will utilize team teaching techniques whenever possible, as complete staff interaction will contribute greatly to the understanding of each child and his learning progress.
5. The entire program will depend on each child's constant and integral use of the media center.

EVALUATION DESIGN:

Students will be evaluated with the aid of Robert Reynolds from the PDE in an extensive pre-test – post-test program.

1. Devices to be used to measure academic achievement:
    a. Stanford Achievement Test
2. Devices to be used to measure students attitudinal changes:
    a. The Faces Test from Millersville State College
    b. Grades 1-3: Pictorial Self-Concept Scale (Bolea, Fulkner and Barnes)
    c. Grades 4-6: Piers-Harris Childrens' Self Concept Scale
3. Devices to be used to measure teachers' attitudinal changes:
    a. "Opinionnaire on Attitudes Toward Education" (Shaw and Wright)

Teachers will conduct self-evaluations in weekly seminars.

FINDINGS TO DATE:

Data available from PDE.

DISSEMINATION:

1. Newspaper releases have informed the public of various phases of the program.
2. Parents of students involved in the program will receive monthly written reports by the staff and students describing certain aspects of the program.
3. The Manheim Central Newsletter will inform the community of interesting events concerned with the project.
4. The Sporting Hill PTS Executive Committee operates as a parent advisory committee aiding the program and informing the community.

PROGRESS TOWARD ADOPTION:

The open space program was implemented in two other district elementary schools for the 1973-74 school year.

Date completed or revised: 12/2/74

Completed by: Verling L. Etter

Phone: 717-665-6887

Local Educational Agency **Address:** **Project Director**	Schuylkill Intermediate Unit No. 29 420 North Centre Street, Pottsville, Pa. 17901 Frank R. Winsheimer, Assistant Executive Director	**State Project Number** 72084

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Instructional Television for Experiential Learning

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/73	12/31/73	30,955	1973	30,955.00
Cont.	1/1/74	12/31/74	20,427	1974	20,427.00
TOTAL			51,382		51,382

Proposed Termination Date 12/31/74

Projected Funding Level for total project period 61,595.50

TARGET POPULATION:

The target population includes all the public and nonpublic school children in the Berks and Schuylkill Intermediate Units. Actual participants are teachers and other professional staff members of the two intermediate units. During Phase II seventeen elementary teachers, seventy-six secondary teachers and two guidance counselors participated to varying degrees.

MAJOR OBJECTIVES:

Participants will be able:

A. To teach their peers and pupils how to operate portable television equipment.
B. To apply the guidelines for using portable television equipment in their respective disciplines.
C. To teach others how to develop such guidelines.
D. To use the CATV cable to share their videotaped productions with others.

ACTIVITIES:

Participants attended a series of three-hour evening workshops at which they reviewed and acquired additional skill in handling portable television equipment. These were held at Kitztown State College and at two field locations. Participants developed guidelines for use of the television camera and videotape recordings as a medium for instruction in various academic disciplines. They produced videotapes in their own teaching situations and presented these for group critique by their peers and individual critiques from three members of the Kutztown State College faculty.

EVALUATION DESIGN:

The evaluation will be functional and in relation to the objectives. An overall outcome of the workshop sessions and field work will be a set of guidelines to suggest application of portable equipment in various disciplines; these guidelines will be useful to the participants and others in appropriate learning experiences for the students within their assignments.

FINDINGS TO DATE:

The participants gained in their facility to translate ideas about possible curricular uses of the half-inch technology into operational videotapes.

The participants gained in their ability and/or desire to think about possible advantages (or values) in the different curricular uses of the half-inch videotape technology.

Project Title: Instructional Television for Experiential Learning	**State Project Number** 72084

The participants progressed from more concrete modes of thinking and talking about the technology and its curricular implications to more abstract modes of thinking and expression.

PROGRESS TOWARD ADOPTION:

Participants have reported an increasing number of school districts have purchased and made available portable television cameras and recorders. They have shared their skills and knowledge with their students, peers, and supervisors.

DISSEMINATION PLAN:

A report that will summarize all the foregoing for distribution to interested parties.
Continuation of the ITEL Newsletter
Videotapes from the program produced by individual participants
A composite videotape report from the project

Date completed or revised: 12/74	**Completed by:** Frank R. Winsheimer	**Phone:** 717-622-3350

Local Educational Agency **Address:** **Project Director**	Intermediate Unit I 1148 Wood Street, California, PA 15419 Douglas J. Bowman	**State Project Number** 72085

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

DEBE 849 (4/71)

Title of Project:

"DEVELOPING FUNCTIONAL DISTRICT CURRICULUM COUNCILS"

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	1-1-73	3-31-74	36,000.00	1973	$36,000.00
	4-1-74	3-31-75	23,997.00	1974	
	4-1-75	3-31-76	11,999.00	1975	
TOTAL			71,996.00		

Proposed Termination Date March, 1976 **Projected Funding Level for total project period** $71,996.00

TARGET POPULATION:

All school districts, both public and private within the three county service area of Interdediate Unit I located in southwestern Pennsylvania. Pupil enrollment is 89,778 with approximately 4,000 professional personnel.

The area varies from rural, to a small urban city of 25,000, with some highly sophisticated suburban districts. The area includes districts of low density population where students must be transported long distances.

MAJOR OBJECTIVES:

The general objective of this project is to assist with the development of curriculum councils at the district level. Each district is involved in programs of curriculum decision making, a process by which, content activities and techniques included in the instructional programs are determined. The project includes a mini-grant program, for which the Intermediate Unit Curriculum Coordinating Council, composed of the local Unit Curriculum Coordinators, serves in an advisory capacity.

School systems need a continuing group to formulate recommendations and decisions within the framework of the overall policy of the school.

- The design for the development of the Curriculum Councils, advisory to the administrators, can involve professional staff, community representatives and students.
- The Intermediate Unit Council initiates and is a clearing house for studies, experiments and innovations and is advisory to the administration responsible for curriculum and supervision.
- The major objective of the curriculum coordinators is to:
    - Develop a plan for the coordination of a district curriculum council
    - Coordinate and lead the council
    - Advise the superintendent on policy proposals and developments
    - Evaluate the achievement and progress of plans
- The project also administers the mini-grant phase of the program
    - Providing a curriculum service which can be adapted to the needs of each school.

ACTIVITIES:

During the school year 1971–72, an Intermediate Unit Coordinating Council was developed, composed of the Curriculum Coordinators representing each of the 25 school districts and non-public schools.

Project Title: "Developing Functional District Curriculum Councils"	**State Project Number** 72085

The activities for the first year 1972–73 were focused on the development of the councils. Six distric organized councils, now in various stages of development.

The project has developed a successful mini-grant program administered by the Intermediate Unit through its Curriculum Coordinating Council.

EVALUATION DESIGN:

- Evaluation was continuous during the first year development and planning phase for district curriculum councils as well as the mini-grant program. The evaluation was based upon observations. "opinionnaires" of staff and teachers involved in the project. The readiness to initiate the distric councils is determined by district administrators and staff.
- A questionnaire is being developed for participants directly involved in the project. This will include local Curriculum Councils and teachers receiving a mini-grant.
- Selected interviews will be conducted with project participants.

FINDINGS TO DATE:

The strong support of the Advisory Council (district administrators) for the development of an Intermediate Unit Curriculum Coordinating Council is indicative of district interest and need.

DISSEMINATION PLAN:

Dissemination will take place internally and externally. The Intermediate Unit Curriculum Coordinat Council serves as an agent for the exchange of and sharing of information. Publications of a nonsophisticated nature are planned. Internal dissemination activities involves curriculum coordinators and teache through in-service meetings, local newspaper coverage, information bulletins, workshops and seminars. The external dissemination (outside of the Intermediate Unit) has been handled by the Pennsylvania Department of Education via Project R.I.S.E.

PROGRESS TOWARD ADOPTION:

The operation of the project is housed by the Intermediate Unit. The Sub-Committee for Planning ar Development of the Intermediate Unit Administrators Advisory Council and the Advisory Council of th Unit has supported and provided guidance for the development of a regional Curriculum Coordinating Council. There is reason to believe that the proposal is generally accepted by the Advisory Council and that additional districts, not presently operating a district council, will be receptive to and will form curriculum councils.

Date completed or revised: 1-2-74	**Completed by:** Douglas J. Bowman	**Phone:** 412-938-3241

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	21st and the Parkway, Philadelphia, Pennsylvania 19103	
Project Director	Dr. Terry Borton	72086

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Dual Audio Television

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/15/72	11/14/73	$56,000	1973	$56,000
Cont.	11/15/73	11/14/74	$61,000	1974	$61,000
Cont.	11/15/74	8/31/75	$66,000	1975	
TOTAL			$183,000		$117,000

Proposed Termination Date 8/31/75

Projected Funding Level for total project period $183,000

TARGET POPULATION:

Primary students in the attendance area of schools like the Meade, Gideon, Reynolds, Bache, Morris, and Sartain schools of District II of the Philadelphia Public School System will be the target population used for test results. District II has 25 elementary schools, 4 junior high schools, and 2 senior high schools. The population of the district is about 87% Black, 2% Spanish Speaking, and 11% Caucasian. The socio-economic status of the families is primarily of lower and lower-middle class composition. The actual target population, however, will be all those children within range of the broadcasts. An estimated audience of 25,000 is expected to be listening on a daily basis.

MAJOR OBJECTIVES:

The general objective of the Project is to test the feasibility of a mass system to increase the educational value of commerical TV by providing a simultaneous radio program which children can listen to while they watch the TV programs they normally watch at home. The "dual audio instructor" is a radio personality who talks during "quiet times" within regular commerical TV programs, and who uses the content of those programs for educational purposes. Specific objectives of the Project are: (1) to produce statistically and socially significant differences in tests of oral vocabulary between those children who watch TV as they normally would, and those who watch with a dual audio supplement, (2) to determine the number of children who listen to dual audio regularly over a six month period, and to obtain demographic information on these listeners, (3) to explore the feasibility of establishing a national system of dual audio, and, if it proves feasible to establish it.

ACTIVITIES:

1. Production of the projected broadcast schedule of a half-hour of dual audio a day for six months will require the development of a curriculum rationale, the planning of curriculum based on that rationale, the embodiment of the curriculum in dual audio scripts for the six-months of programming, production of these scripts for broadcast, and actual broadcast.
2. Public information will be a vital function of the Project, as it will be necessary to inform children, parents, and school personnel about the broadcasts, and to get the project known at a national level so that the establishment of a national organization would be possible.
3. Research on the number of children listening and the learning gains attributable to dual audio will be contracted out to American Research Bureau and Educational Testing Service, respectively, but the Project staff will be involved in many of the data collection activities.
4. The exploration of the feasibility of dual audio as a national supplemental medium will be conducted under the auspices of The Agency for Instructional Television. A series of national

Project Title: Dual Audio Television	**State Project Number** 72086

meetings is planned which will determine the best way to move dual audio beyond its present broadcast area. Possibilities include the circulation of tapes to other metropolitan areas, or the networking of dual audio over National Public Radio to accompany network TV shows. Methods for funding will also be explored. Assuming a positive recommendation, organizational work will continue throughout the year, and will be designed to have dual audio functioning on a national level by the time the Title III funds in Philadelphia expire.

EVALUATION DESIGN:

The exact evaluation design has not yet been determined by Educational Testing Service. However, it will probably follow those in previous tests, and be a field experiment to establish the correlation between the amount children listen to dual audio and their score on various vocabulary tests. Children will be monitored by phone during the time of the broadcast to determine the amount they listen to the program, and will be tested with individually administered tests. American Research Bureau will conduct audience surveys to determine the total number of children listening in the Metropolitan Area. They will follow their usual design and procedures for coincidental survey, involving telephone interviews with several thousand people selected from a stratified sample.

FINDINGS TO DATE:

Estimates of the size of the dual audio audience during a two-week test broadcast were made by the American Research Bureau. In the Philadelphia Metropolitan Area, 24% of the 6–11 year old audience of the TV program was listening to dual audio, with a total dual audio audience of over 20,000 persons. In the city of Philadelphia, 25% of the 6–11 year old program audience was listening to dual audio, with an overall dual audience 25% larger than that of The Electric Company which was on at the same time. A separate study was conducted by the Project to obtain evidence of learning related to the program. A sample of 262 children who usually watched the TV program was monitored once a week during the dual audio broadcasts, and their scores on an individually administered oral test of the twenty vocabulary items taught on dual audio was then correlated with the number of days listened. The correlation between test score and amount of listening for Black low income children, with the effects of sex and previous achievement on vocabulary tests partialled out, was +.61, significant at the .01 level. If this degree of correlation is projected to the amount that would be learned from the half-hour-a-day broadcasts over a six-month period which are planned for 1974–75, children listening 75% of the time could be expected to gain about 15% over their present rate of vocabulary development.

DISSEMINATION PLAN:

Project research reports continue to be published in such journals as the Harvard Educational Review and AV Communications Review; extensive local and national publicity is planned for this coming year. Meetings are currently being conducted under the auspices of the Agency for Instructional Television to explore the feasibility of disseminating dual audio on a national level.

PROGRESS TOWARD ADOPTION:

The interest expressed by such organizations as the Agency for Instructional Television and the Corporation for Public Broadcasting augur well for eventual adoption of dual audio in some form on a national level.

Date completed or revised: 9/10/74	**Completed by:** Dr. Terry Borton	**Phone:** MA7–3001

Local Educational Agency	School District of Pittsburgh, Pennsylvania	**State Project Number**
Address:	341 S. Bellefield Avenue, Pittsburgh, Pa. 15213	72087
Project Director	Mr. Harry B. Singer	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing Individualized Instruction

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/72	12/31/72	56,000	1972	56,000
Cont.	1/1/73	12/31/73	51,441	1973	51,441
Cont.	1/1/74	12/31/74	51,474	1974	51,474
Cont.	1/1/75	12/31/75	51,598	1975	51,598
TOTAL			210,513		210,513

Proposed Termination Date December 31, 1975 **Projected Funding Level for total project period** 210,513.00

TARGET POPULATION:

Students from one elementary school in a racially integrated neighborhood on Pittsburgh's north side are the target population. The school is John Morrow Elementary School, 308 students, grades 1-5, about 20% Negro. The socio-economic status of the families in this school are primarily of the lower and lower-middle class.

MAJOR OBJECTIVES:

The goal of the project is the development in John Morrow School of systems of individualized instruction in language arts and social studies which build upon instructional materials developed in that school during prior years. The project goals for 1975 will include field-testing and refinement of project materials, program evaluation by means of comparative data, and the design of and partial implementation of a diffusion system. The specific tasks include the following:

1. Implementing the social studies and language arts instructional systems throughout the school year and obtaining feedback from students and teachers for refining and improving the system components.
2. Revising system components.
3. Producing the revised system in a form that maximizes both ease of implementation and ease of reproduction.
4. Evaluating program effects with comparative data.
5. Designing a diffusion system – i.e., procedures, descriptive materials on costs, components, outcomes, etc. and criteria for dissemination to schools and community, selection of schools, reproduction of system components, and staff training.
6. Implementing dissemination procedures.

ACTIVITIES:

1. Implement instructional systems - i.e., conduct language arts, and social studies instruction using project materials and procedures.
2. Provide feedback for improving system components – i.e., record relevant information on component effectiveness, attend teacher feedback meetings, submit student test results.
3. Analyze feedback data; derive implications and draw up plan for revision of system components.
4. Decisions about editorial criteria, format and production processes.
5. Revise system components
6. Edit materials.

Project Title: Developing Individualized Instruction

State Project Number 72087

ACTIVITIES: (Continued)

7. Type materials.
8. Duplicate, collate, package and arrange materials (deliver revised version to John Morrow for 1975-76 implementation).
9. Administer evaluation instruments; analyze comparative data.
10. Prepare written reports and visual displays of evaluation results.
11. Write procedures and criteria for a feasible diffusion system, including processes for dissemination to schools and community, selection, production and training. Preparing supporting descriptive and instructional materials and media.
12. Implement dissemination procedures – e.g., conduct orientational meetings, conduct visitations to John Morrow School.

EVALUATION DESIGN:

Formative evaluation will be conducted throughout 1975 in conjunction with the field-testing of social studies and language arts instructional systems. Assessment devices already built into the system will provide feedback from students and teachers.

Summative evaluation will be performed through the use of a carefully matched control school and the analysis of comparative data on language arts achievement and a variety of indicators of school motivation.

FINDINGS TO DATE:

Preliminary findings indicate that the language arts system requires structural modification for more open-ended, creative language experiences involving application of learned skills.

DISSEMINATION PLAN:

A brochure and slide-tape presentation of the program will be prepared. Site visitations will be conducted in the fall of 1975.

PROGRESS TOWARD ADOPTION:

The design and partial implementation of adoption procedures as part of a total diffusion system, is part of the project goal for 1975.

Date completed or revised:

Completed by: Mary Jane Duda

Phone: 322-7926

Local Educational Agency School District of Pittsburgh, Pennsylvania
Address: 341 S. Bellefield Avenue, Pittsburgh, Pennsylvania 15213
Project Director Harry B. Singer

State Project Number 72088

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Teacher-Trainer, Adapted Physical Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	2/1/73	1/31/74	46,000.00	1973	46,000.00
Cont.	2/1/74	1/31/75	47,514.00	1974	47,514.00
Cont.	2/1/75	1/31/76	44,607.00	1975	44,607.00
TOTAL			138,121.00		138,121.00

Proposed Termination Date 1/31/76

Projected Funding Level for total project period 138,121.00

TARGET POPULATION:

Of the approximate 69,000 students in the Pittsburgh Public Schools, all those who are unable to participate in the regular physical education program are serviced by the Adapted Physical Education Program. An effort is made to screen and to identify physical deficiencies in all students. Doctors' excusals from physical education are sufficient indications for the need of this specialized Adapted Physical Education Program.

MAJOR OBJECTIVES:

The main objective of this continued Teacher-Trainer program for the teaching staff is:

1. To provide guidance in adapted physical education skills which will meet the individual needs of boys and girls who are handicapped
2. To suggest ways of understanding pupils who have functional defects and/or deficiencies amenable to improvement through exercise
3. To develop knowledge concerning boys and girls who possess other inadequacies which interfere with successful participation in the diversified and vigorous activities of the general physical education program.

We will continue to fulfill the original objectives and in addition attempt

1. To improve school personnel's understanding of the adapted physical education program by conducting four workshops for administrators, nurses, and physical education teachers.
2. To improve the ability of adapted physical education teachers by conducting for them a series of workshops on techniques and skills necessary for individualization of instruction.
3. To extend the adapted physical education program by increasing the number of secondary schools having the program, and by introducing the program into elementary and middle schools.
4. To increase the number of eligible students requesting participation in the program by disseminating information through school counselors and other school personnel.
5. To inform the medical community of regulations and program availability of the adapted physical education program in the Pittsburgh Public Schools by developing and disseminating 3000 descriptive brochures to doctors and hospitals.
6. To increase general knowledge of the program within the community by producing a series of news releases and magazine articles, and a TV program.

Project Title: Teacher-Trainer, Adapted Physical Education

State Project Number 72088

ACTIVITIES:

All members of the medical, teaching and administrative staffs will be invited to participate in the various methods designed to achieve the stated objectives. Workshops will add to the professional growth and skills of the persons involved in this program:

1. Beyond school day workshops – where teachers receive pro-rata basis
2. Orientation meetings of new teachers
3. Direction and supervision of teachers in Adapted Physical Education classes to assure that the principles of Adapted Physical Education are followed.

EVALUATION DESIGN:

The curriculum of the Adapted Physical Education Program establishes guidelines for the evaluation of the students who participate in the program: Postural tests; Flexibility tests; Balance tests; Agility tests; Coordination tests; Strength tests; Endurance tests; General Fitness tests; Muscle tests.

The final success of this program will be determined by the extent to which the students participate daily in the special activities and the performance thereof.

FINDINGS TO DATE:

1. Screening of boys and girls in many of the schools for placement in the Adapted Physical Education Program
2. More medical personnel of schools and local hospitals involved in the program.
3. Involved all interested teachers nurses and administrative personnel in Workshops on Weight Control, specialized exercising on Universal Gym, and completion of Adapted Physical Education forms.
4. The guidance and on-site conferences with teachers to unify the principles and techniques of the program are being provided.
5. Additional facilities in two elementary schools and several middle schools were provided.
6. Equipment and supplies provided for all schools included in the Adapted Physical Education program.
7. Mini-lectures provided to administrative staff explaining the Adapted Physical Education program.

DISSEMINATION PLAN:

Letters and descriptive brochures concerning the A.P.E. program have been delivered to the Allegheny Medical Society and the publicity director of all the local hospitals. The Information Services Department of the Pittsburgh Public Schools have provided news coverage in several of their bulletins. The Pittsburgh Post-Gazette and neighborhood papers carried a news article about Carrick High School's Adapted Physical Education program. We have and will continue to send information at the request of community groups and individuals. The Teacher-Trainer is available for speaking engagements to further inform the public of the desirability and need for the Adapted Physical Education program.

PROGRESS TOWARD ADOPTION:

The Adapted Physical Education program is now operating in all the Pittsburgh Public High Schools. Facilities have been added at three middle schools and two elementary schools. More facilities are being planned. However, there is still a great need for more teachers, equipment, facilities, and time to complete the inclusion of the elementary schools in this program.

Date completed or revised:

Completed by: Dorothy Diznoff

Phone: 622-3794

Local Educational Agency	Chester Upland School District	**State Project Number**
Address:	Melrose Avenue at 18 Street, Chester, Pa. 19013	
Project Director	Mr. Cyrus B. Krall	72089

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualization: Gateway to Self-Direction

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/73	12/31/73	40,000.00	1973	40,000.00
2nd yr.	1/1/74	12/31/74	25,630.00	1974	25,630.00
Cont.	1/1/75	12/31/75	12,815.00	1975	12,815.00
TOTAL			78,445.00		

Approximate **Proposed Termination Date** 12/31/75

Projected Funding Level for total project period 78,445.00

TARGET POPULATION:

The prime focus of this project is three inner city schools of the Chester Upland School District. The three schools, Immaculate Heart of Mary, Booker T. Washington, and Frederick A. Douglass serve a largely Black community. A third school became involved in September, 1974, at the recommendation of the evaluators, because Booker T. Washington School was reorganized as a K to 5 school, and the sixth grade became part of the Douglass Middle School. To provide continuity to the project, the evaluators recommended that the sixth grade should continue to be included, even though it was assigned to the middle school across the street.

The proposed program is designed to meet the individual needs of approximately 170 non-public students (grades 1 to 8), involving 8 classrooms, and 107 public school students (grade 5 in Washington School and 153 grade 6 in Douglass Middle School.) The non-public school employs 18 professional staff members and two paraprofessionals. The public school employs 18 professional staff members and two paraprofessionals. The students, for the most part, come from situations of poverty where the father is away from home and the mother holds a position outside the home. There is a growing interest in the program, so that volunteers are becoming available to help with the individualizing. This is especially true in the parochial school. Immaculate Heart also uses Foster Grandparents as volunteers. Although none of our students are physically handicapped, most of them are handicapped socially, culturally, and scholastically, at present.

MAJOR OBJECTIVES:

The principal purpose of the program is to provide a learning experience that is both child-centered and knowledge-centered, aesthetic and moral, as well as intellectual. The objectives are as follows:

1. Development of positive attitudes
    - a. Toward self, peers, family, and environment
    - b. Toward learning
    - c. Toward life and responsible freedom
2. Acquisition of good habits and learning skills
    - a. Cooperation and compromise in group activities
    - b. Self-directed motivations in individual work
    - c. Study habits

Project Title: Individualization: Gateway to Self-Direction	**State Project Number** 72089

ACTIVITIES:

By means of various testing devices (oral and written), combined with teacher judgment, the students wil be grouped according to skills needed in each of the following subject areas: Reading, Math, and Language Arts. Small group instruction will be given daily in these areas, along with individual assistance. During the time of small group instruction, the remaining students will be engaged in meaningful, creative, and re-enforcing activities at stations in each of the specified classrooms, in hallways, and in the auditorium, when possible Students will be free to plan and to choose the activities in which they are interested. With this practice in freedom, it is pre-supposed that all the students will not always choose wisely or responsibly. The staff will use such opportunitites to assist the student in analyzing options, to guide him in his decision making, and to stimulate interest in content areas where there is a weakness. Learning stations will consist of listening centers with individualized instructions on tapes, records, and filmstrips: research materials, interest conrner in art and music, independent work areas; quiet spaces for personal and inter-personal growth and reflection using readiness and tapes. Following the recommendation of the evaluators, more visual learning activities will be developed, especially in the field of math.

EVALUATION DESIGN:

Evaluation design is being directed more in the direction of diagnostic and prescriptive. When the Iowa Tests of Basic Skills were scored, item analyses was secured so the teachers could ascertain individual pupil needs and set up a learning program for each child. The achievement tests showed decisive academic progress as indicated in the subject areas where individualization was operative. The most noticeable progress was in the development of positive attitudes toward the total learning situation. This is difficult to measure objectively, but from parents, teachers, and pupils, there are consistent subjective evidences that the program is helping to reach both objectives.

FINDINGS TO DATE:

The evaluators for both the first and second year were complimentary of the positive attitudes of pupils, teachers, and parents. The individualization process has a positive affect on the scholastic progress of the pupils in the program. The test results, both teacher-made and standardized, show improved progress. The increased parent interest is further indication of positive results. Last, but not least, there is an increased effor and dedication on the part of the teachers, who are putting forth considerable more effort to meet the challenges of the program.

DISSEMINATION PLAN:

The favorable rapport of the program has helped to disseminate information to the homes. Adding to informal parent conferences the Parent-Teacher Organization, formal adivsory committtes have grown out of the project. Audio visuals have been prepared and used with staff, parent councils, and the evaluators. Severa articles have appeared in the daily paper and the school district's newsletter.

PROGRESS TOWARD ADOPTION:

The School Board has been reacting favorably to the progess of the project. The central parents' council is asking for individualization of instruction in all schools. The new senior high school has opened with a new dial access system to provide for more individualization in that school. An in-service course for teachers was offered within the past year to train teachers in individualization. There is a growing interest among teachers to have more programs and equipment to fit the instructional program to the needs of pupils.

Date completed or revised: 12/27/74	**Completed by:** Mr. Cyrus B. Krall	**Phone:** 215–TR4–2454

Local Educational Agency	Danville Area School District	**State Project Number**
Address:	Northumberland Street, Danville, Pa. 17821	72090
Project Director	Bernard R. Zaborowski	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum Analysis and Design for Open Space

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1-1-73	12-31-73	$43,675.00		
1st Cont.	1-1-74	12-31-74	27,855.92		
2nd Cont.	1-1-75	12-31-75	13,928.00		
TOTAL			$85,458.92		

Proposed Termination Date 12-31-75 **Projected Funding Level for total project period** $85,458.00

TARGET POPULATION:

Students in grades K-7 of the Danville Area Schools are the target population of the project. Enrollment for K-7 during the current year (1974-1975) is 2,075 students of which approximately 99 percent are Caucasian and less than one percent Negro. The socio-economic status of families in Danville is primarily of the lower middle class composition.

In the target area there are presently 70 professional staff members including six from a non-public school, one administrator, five educational para-professionals and a large number of non-professional parent volunteers who serve as non-instructional aides (clerical, monitorial and technical) and instructional aides (to complement the professional staff).

The community is semi-rural with heavy industry and has a population of 19,200. The school district has an enrollment of 3,475 students and a total professional staff of 174 dispersed among eight elementary schools, one junior high school and one senior high school. In addition, a 1-8 non-public school serving 240 students is located in the community.

MAJOR OBJECTIVES:

A brief explanation of the purpose of the project is to upgrade the quality of instruction through workshops and to provide a quality of learning environment for the children of the Danville Area Schools, and to assure that the new open plan physical plant is used effectively and efficiently.

The major objectives are: to conduct pre and in-service training for staff, with emphasis on motivational patterns and instructional design; to assure that a sound instructional system is developed for open-plant learning through organizational patterns and that the talents permit optimum use of students, teachers and professional teams; to assess the effectiveness of curriculum changes and attitudes and teachers in open space.

ACTIVITIES:

Activities for the current year will include: travel and on-site visits of open-space schools by teachers and administrators directly involved with the project; development of learning stations and centers; an intensive summer workshop with emphasis given to open space teaching in regards to curriculum design; teaming; preparation for new open plant teaching.

In the Summer Workshop Sessions particular emphasis will be given to: distinction between independent study and inficidualized instruction; changing from a graded school to a non-graded "Continuous progress" open space school; operational theory and new organizational approaches and initial procedures in changing from graded schools to newer organizational approaches.

Consultants from universities and public school systems having similar programs will be asked to participate in the workshops.

During the school year, consultants will meet regularly with the teachers to identify and solve problems, suggest alternative approaches, etc. At the end of the second year an evaluation of the program will be made and planning time will be provided for staff, administration and parent volunteers to prepare for the next year's program.

EVALUATION DESIGN:

Evaluation in non-graded continuous progress will be enhanced by: observing children at work and play with other children in the classroom; recording anecdotal records; observing children as they participate in social function; observing physical activities of children at work and play; recording academic performance.

Behavior can be measured to a certain point by means of standardized tests. These instruments will provide information regarding achievement, readiness and intelligence levels of children. The techniques for securing evaluative data should not be used in isolation, but rather as a combination in presenting the total picture.

Another major evaluation factor is the development of a questionnaire to guide the faculty in their assessment of the program.

FINDINGS TO DATE:

No test data available at this time. The community, school, administrators, parents; Danville Education Association, faculty, clubs, organizations have supported the project because of being well informed by an excellent tape-slide presentation.

Every area of the curriculum has been touched upon. It is especially commendable to note the inclusion of art, music and physical education in the use of learning stations and learning centers. Teachers enthusiams is kept high through on-going planning and preparation.

DISSEMINATION PLAN:

Educational experiences will be extended and enriched through cooperative school and community relationships. Many people can contribute to the correct interpretation of a new school program. Teachers, administrators, school boards and parents must actively participate to inform the public about innovative programs.

Another means of dispersing information will be a slide-lecture-tape presentation developed for the community. Other means of dissemination will be newspaper articles, newsletters, and an open invitation for the community to participate and visit the program.

PROGRESS TOWARD ADOPTION:

The local education agency increased support so that the program remains at an effective level.

Date completed or revised:

Completed by: Bernard R. Zaborowski

Phone: 717-275-4225

Local Educational Agency Millcreek Township School District
Address: 3740 West 26 Street, Erie, Pennsylvania 16506
Project Director Hughes D. Brininger

State Project Number 72091

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Share

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/73	12/31/73	22,000	1972	22,000
1st Cont	1/1/74	12/31/74	9,436	1973	9,436
2nd Cont	1/1/75	12/31/75	4,718	1974	4,718
TOTAL			36,154		36,154

Proposed Termination Date 12/31/75

Projected Funding Level for total project period 36,154

TARGET POPULATION:

The target population of the project is students in 9th and 10th grades of Millcreek Township School District, Erie, Pa. Involved in the project are 1,620 students, 77 staff members, and 25 lay personnel.

The community is a rapidly growing suburban area with diversified small industries, has a population of 38,108. The district school enrollment is 9,224 students, 410 professional staff dispersed among 10 elementary, 2 junior highs, 1 intermediate high school, and 1 senior high school.

MAJOR OBJECTIVES:

(1) To establish an exemplary center where educators from within the state can receive assistance in the development of individualized educational programs.

(2) To provide specific materials and processes relating to the individualization of instruction within the given classroom.

(3) To provide information relating to the unique physical facilities of the Intermediate High School.

(4) To share with other educators information, experiences, and techniques relative to the improvement of instruction through individualization.

(5) To show continuity between expenditure of federal, state, and local funds prior to the operation of the Intermediate High School and the implementation of programs developed for the Intermediate High School.

(6) To establish a "on-hand" in-service program for educators utilizing the Intermediate High School facilities as a vehicle for field training that will demonstrate innovations and disseminate promising concepts.

ACTIVITIES:

(1) Initiate teacher prepared planned courses, LAP's, mini-courses. Utilize students' evaluations and their terminal performances in rewriting activities and updating materials for future curriculum use.

(2) Reproduce for use and dissemination those materials prepared by staff.

(3) Schedule educational visitations using lay personnel or students as liaison between staff and visitors.

(4) Prepare an evaluative tool for staff and visiting educators as to effectiveness of visitations, in-service programs, and staff prepared materials.

(5) Conduct in-service programs.

Project Title: SHARE	**State Project Number** 72091

ACTIVITIES: (Continued)

Pennsylvania needs demonstration centers which incorporate pertinent and educational innovations. Educators are interested in visiting and observing newer teaching techniques in practice. Teachers and administrators are interested in methods for changing teachers' attitudes and the processes necessary in writing materials which involved teams of teachers and students in suggesting and evaluating the learning experiences. Small group, large group, independent study, planned courses, mini-courses, nongradedness, learning activity packets, audio tutorial, computer scheduling can be seen in operation. Individualization of instruction can be observed in areas of typing, environment biology (LAP), mathematics (continuous progress), English and social studies (mini-courses), foreign language, arts and technology (a model program in visual communication, power technology, and manufacturing industry), physical education activities (co-educational), "learn to swim" program, and are worthy of note.

EVALUATION DESIGN:

An evaluative tool prepared by the SHARE staff is distributed to visiting educators to indicate the effectiveness and worth of this school experience. Students' evaluations as to the extent to which they reached their terminal objectives, their suggestions of additional or the deletion of certain learning activities, their demonstrated interest, and self pacing will become a part of revisions of planned courses, mini-courses, and LAP's.

DISSEMINATION:

The project provides for on-site visitations and also the means of sharing publications on a local and state level. Approved materials will be sent to R.I.S.E.

Date completed or revised: 1/21/75	**Completed by:** Kenneth Buckham	**Phone:** 814-838-4571

Local Educational Agency Norristown Area School District
Address: 401 North Whitehall Road, Norristown, Pa.
Project Director William C. Kohler

State Project Number 72092

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Second Chance School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/73	12/31/73	50,000	1972	50,000
Cont.	1/1/74	12/31/74	17,500	1973	17,500
Cont.	1/1/75	12/31/75	8,750	1974	8,750
TOTAL			76,250		76,250

Proposed Termination Date 12/31/75

Projected Funding Level for total project period 76,250

TARGET POPULATION:

Students in grades 10, 11, 12 of the Norristown Area School District attendance area are the target population of this project. Enrollment for the current year (1974–75) is 3,321 students, of which approximately 85% are Caucasian, 13% are Negro and 2% are of other ethnic origins. The socio-economic status of the families in the attendance area is primarily of middle class composition.

There will be two professional staff members assigned to the school.

The community is semi-urban with some light industry and has a population of 55,380. The public school district has an enrollment of 9,511 students, with a total professional staff of 494 dispersed among 8 elementary schools, 3 middle schools, 1 junior high school and one senior high school. In addition, 8 non-public schools serving 4,300 students are located in the community.

MAJOR OBJECTIVES:

A. The objectives of instruction in this "Second Chance" School give to the project its adaptive thrust. The teacher will be the "manager of learning" and will use a management by objective approach. Upon separation from school, the student shall have acquired a capacity for continuing self-education. Requisite to the above are the following contributory objectives:
  1. He/she shall have acquired a functional mastery of the basic tools of learning.
  2. He/she shall have acquired the "habit" of reasoning and shall have had countless opportunities to reinforce the habit.
  3. He/she shall have gained a knowledge of and an understanding of himself/herself, and his/her worth as an individual.

B. He/she shall have acquired the ability to accept change as a natural phenomenon, and to maintain an opportunistic attitude toward change.

C. He/she shall have made progress toward Economic Security.

ACTIVITIES:

Project activities will focus on maintaining a continuing program of student and professional growth. A specific program plan for each student will be maintained and updated periodically in conference. Continuous cooperative analysis toward individualized program goals, involving both student and staff personnel will be required.

Local Educational Agency	Forest Hills Schools	**State Project Number**
Address:	Box 158, Sidman, Pa. 15955	72093
Project Director	To Be Appointed	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum Development for Responsibility

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/73	12/31/73	25,700	1972	25,700
In. App.	1/1/74	12/31/74	12,000	1973	12,000
In. App.	1/1/75	12/31/75	10,500.00	1974	10,500.00
TOTAL			57,200.00		

Proposed Termination Date 12/31/75 **Projected Funding Level for total project period** $57,200.00

TARGET POPULATION:

Students in grades 1 through 12 of the Forest Hills School District attendance area are the target population of this project. Enrollment for the current year (1974-75) is 3,228 Caucasian students. The socio-economic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There are presently 174 professional staff members including 8 full-time administrators, 20 paraprofessionals, and a non professional staff of 75 employed by the district.

The school district, comprised of nine elementary buildings, one junior high school and one senior high school, consists of 14,152 residents in seven municipalities and is located in the semi-rural south eastern portion of Cambria County.

MAJOR OBJECTIVES:

The general objective of this program is to study, plan, write, implement and evaluate a course of study in language arts and mathematics that is innovative, sequential, and articulated for grades 1 through 12 inclusive.

1. Through an intensive inservice program, teachers and department heads of these disciplines will assess their needs and completely rewrite meaningful, sequential courses using new innovative methods and behavioral objectives.
2. Using these new and different approaches to instructional methods and procedures the teachers will have an opportunity to teach the areas they are most competent in and students will have the opportunity to select courses that most interest them.
3. Through these coordinated courses, the students will be exposed to and can choose from courses of their interest to complete school requirements and because of this interest created by innovative methods, their achievement test scores will improve.

PROJECT ACTIVITIES:

Project activities of the first year have been completed as scheduled. Planning sessions to research and evaluate innovative programs to derive recommendations for course selections were held during the spring of 1973. During the summer of 1973, recommended courses were written in behavioral terms. Implementation of the new courses has been achieved for the 1973-74 school term on an experimental basis.

Teachers instructing the new courses evaluated each course, making suggestions for alternative teaching techniques, instructional activities, and changes for improvement of content. Student

Project Title: Curriculum Development for Responsibility	**State Project Number** 72093

PROJECT ACTIVITIES (Continued)

achievement and student and teacher attitudes and interest were also be evaluated. Instructional staff of Title III courses met periodically during the 1973-74 term to discuss the courses and make recommendations or changes.

Using the recommendations, interested staff members revised the courses accordingly during a 1974 summer session for rewriting of course content and activities. These revised courses will be implemented again during the 1974-75 school term for final evaluation and revision.

EVALUATION DESIGN:

Evaluation methodology will be developed in relationship to student achievement scores, student interest and satisfaction and teacher performance and satisfaction. The Stanford Achievement Test will be used to determine educational growth. Results will be compared to local district, state and national norms. Attitude surveys for both teachers and students will be used to determine any positive or negative changes that are a direct result of being a participant in the program. Teachers will use a self-evaluative instrument to measure their performance. Finally, results will be compared against the appropriate instruments from the Educational Quality Assessment battery for student attitudes.

FINDINGS TO DATE:

A question analysis of achievement test scores and a teacher survey indicate that there is a certain amount of repetition of materials and deletion of others in these disciplines creating a need for more articulated programs.

A student-teacher survey indicated a real need for new approaches: mini-courses, modified I.P.I. and other innovations. Student and teacher attitude surveys conducted for both language arts and mathematics indicate positive reaction and acceptance of revised course being implemented to date.

DISSEMINATION PLAN:

Additional information of the second and third year funding will be added to a special booklet that will completely describe our Title III project. It will be sent to our school patrons, the Department of Education and other interested educational agencies.

During the program information will be disseminated through bulletins and invitations to parents to visit the schools, the community liaison School Advisory committee, local newspaper articles and pictures and a school published newsletter. Faculty and staff will be informed through inservice programs and bulletins.

PROGRESS TOWAD ADOPTION:

The local educational agency's support for our Title III program has surpassed the amount that was allocate for the program. All requests made of our board of school directors in conjunction with the Title III program have been approved. As our Title III program develops over the next year, local support will continue to assimilate the program and make it an integral part of the educational program of Forest Hills Schools.

Date completed or revised: 10/74	**Completed by:** Edward Terek Federal Programs Coordinator	**Phone:** (814) 495-4611

Local Educational Agency Tamaqua Area School District
Address: Box 90, Tamaqua, Penna. 18252
Project Director Curtis J. Steigerwalt, Principal

State Project Number 72094

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Communication Arts Curriculum (CAC)

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	2nd year	2/1/74	1/31/75	21,783.65	1974	21,783.65
TOTAL						

Proposed Termination Date 1/31/75 **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Students in grades 10, 11, and 12 of the Tamaqua Area Senior High School attendance area are the target population in this project. Marian High School (non-profit private school) students will participate on a percentage attendance base. Enrollment for current year (1972–73) is 735 Caucasian students, (grades 10–12) with approximately 200 of these students involved in the project.

A master teacher (full-time with project) and (20) staff members are teaching in the Communication Arts Curriculum. The guidance counselor, 2 administrators, 5 resident-professionals, and semi-professional volunteers from the community are involved in this project.

The community is located in Central Eastern Pennsylvania, an economically deprived area of Appalachian. The general disruption of natural beauty, bacause of strip mining (a past major industry), has caused many people to classify Tamaqua as being an aesthetic and ecological disaster. Thus, the elevation of aesthetic interest of the local population requires that the community be part of the target population.

Tamaqua Area Schools enrollment (3040) draws from a populated area of 14,000 people. It has a professional staff of 155 dispersed in 8 elementary schools, a junior high and a senior high school. In addition, 2 non-public schools (K–8) and (9–12) serving 488 students in Tamaqua Area attendance region and the target population will include the involvement of these students in the project.

MAJOR OBJECTIVES:

The general objective of the project is to devise a model Communication Arts Curriculum (CAC) that implements an interdisciplinary, comprehensive instructional approach using team teaching staff differenciation and multi-media approach. By establishing this curriculum, the practical and fine arts will achieve a status equal to the academic, business education or vo-technical curricula. In behavioral terms, the objectives of the project are:

1. Devising and developing guidelines for a model Communication Arts program that identifies the format to be used by students in systematically designing, implementing and evaluating CAC projects.
2. Instituting a teacher training program so participating teachers can implement devised guidelines and format in a model operational program.
3. Interacting of students and staff with resident professionals, to obtain skills and techniques in fine arts area.

Project Title: Communication Arts Curriculum (CAC)

State Project Number 72094

ACTIVITIES:

Project activities (1973) have involved teachers in developing a guideline book for schools interested in our model program. During 1974, resources for independent study and core activities for the fine and practical arts areas will be developed.

Students electing CAC are scheduled by a master-teacher, experience team-teaching, and use independent study in our interdisciplinary program emphasizing the fine and practical arts.

EVALUATION DESIGN:

Determination of the degree to which objectives of the CAC project have been achieved will be accomplished in three phases. The practicality of the guidelines developed by CAC committee will be determined by CAC staff and students. The evaluation of the total program will be achieved by in-resident professionals and the required independent on-site evaluation identified by the PDE.

FINDINGS TO DATE:

Students and faculty have functioned at committee level to evaluate the prototype curriculum. The stress of an experiential learning experience has caused changes in students mainly in the affective domain. Interest of students in fine and practical arts areas has increased somewhat. Faculty members involved in CAC have gained in curriculum building skills, this has had a noticeable impact on curriculum throughout secondary schools. Visitation by faculty members of other schools will be encouraged by Tamaqua Area High School.

PROGRESS TOWARD ADOPTION:

The model CAC program is functioning at Tamaqua Area High School. A master-teacher and teaching team are utilizing the format established in guideline book. In-resident professionals have interacted with students and staff. Field trips have been conducted to cultural events to broaden student interes in fine arts.

DISSEMINATION PLAN:

Two hundred copies of the Communication Arts Curriculum guideline book (rough copy) have been disseminated to staff and to educators requesting copies. Fifteen hundred brochures have been printed and some have been disseminated at: Pennsylvania Council of English Teacher Conference (Penn State University) National Council of English Teachers (Philadelphis), Intermediate Unit No 29 Superintendents and all the IU Directors in Pennsylvania. Upon written request, guideline books will be sent to any interested educator.

Date completed or revised: 1/15/74 **Completed by:** H. Bruce Geiger **Phone:** 717–668–1220

Local Educational Agency Shikellamy School District
Address: 350 Island Bivd., Sunbury, Pa. 17801
Project Director Dave Doran

State Project Number 72095

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Shikellamy Environmental Education Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/75	1/76	$8,408.00	1975	$8,408.00
TOTAL					

Proposed Termination Date 1/76

Projected Funding Level for total project period ______

TARGET POPULATION:

All of the students in the Shikellamy School District and the St. Michael's Parochial School are considered members of the target population. The composition is 100% caucasian. Enrollment for the 74-75 school year is 5,087 in the public schools and 167 in the parochial school. The socio-economic status of the families is lower and lower-middle income.

There are 241 professional staff members and 16 administrative staff in the public school and 9 professional staff and 1 administrative staff in the parochial school. The number of schools being served is 14. There are 10 elementary schools, 2 middle schools, 1 senior high school and 1 parochial school (K-8).

The school district is a jointure of two communities: Sunbury and Northumberland, which is semi-rural with medium industry and has a population of approximately 25,000.

MAJOR OBJECTIVES:

The purpose of the project is to develop in all students (K-12) and teachers an awareness of the environment, ways to protect it, and educate them toward becoming a more stable functional unit as an interrelated part of the environment. In behavioral terms, the major objectives are:

1. Teacher attitudes toward environmental education will change positively as a result of subject area and grade level seminars, newsletters, and interoffice mailings.
2. Student attitudes toward the environment will be positively influenced. Their knowledge of nature will be increased.
3. Other area school districts will avail themselves of the techniques and materials used in the Shikellamy School District so that similar programs can be developed.

ACTIVITIES K-12:

1. Workshops will be conducted to build awareness of ecological themes and materials available which were produced and collected during the past two years of the project. These materials will be available from resource files setup throughout the district.
2. A field trip and resource guide will be available to all staff members for use in planning activities to increase knowledge of environmental concepts.
3. A coordinated K-12 audio-visual program using present district materials and films available through the intermediate unit will be available to the staff, as a service of the committee.
4. All appropriate materials produced will be disseminated to staff members for use in their classes.
5. All facets of the program will be evaluated and analyzed.
6. Work with the Montour Preserve in exposure of staff to the environment will continue.

Project Title: Shikellamy Environmental Education Program	**State Project Number** 72095

ACTIVITIES K-5:

1. The fifth grade outdoor education one week experience will continue.
2. The art department will train the staff in the use of art as a medium through which students can be related to the environment.
3. The staff will be given environmental education activity suggestions to implement in their course work.

ACTIVITIES 6-8:

1. Intergration of the environmental program into various disciplines which will incorporate environmental topics.

ACTIVITIES 9-12:

1. Mini-courses will be offered in the high school and will increase the students' understanding of environmental concepts.
2. Evaluation of students completing mini-courses will be conducted.

EVALUATION DESIGN:

1. Pre and post tests will be administered to students to assess the growth of their knowledge of various environmental concepts.
2. Elementary and secondary teachers will be pre and post tested to measure their understanding of the environment and the methods of teaching environmental concepts.
3. Attitude surveys will be given to fifth grade students who participate in the outdoor education program to determine if the relationship between teacher and student improves as a result of this experience.
4. Continuous evaluation of materials produced by the Environmental Education Committee will be maintained.

FINDINGS TO DATE:

A wealth of information regarding environmental concepts has been made available to the teachers of the district.

Students and teachers that have participated in the outdoor education project have responded favorably to this activity.

Continuous in-service activities have increased the willingness of some teachers to integrate environmental concepts with their disciplines.

DISSEMINATION:

Reports regarding the progress of the project will be distributed to the parents, school board, and the professional staff via news articles, oral reports, slide shows, brochures, curriculum guides, etc.

The Advisory Council will act as a liaison between the school and the community.

Project products will be dissemination to other districts through the local intermediate unit.

A program is planned which will be in seminar form and hopefully offered on a statewide basis through the P.D.E.

PROGRESS TOWARD ADOPTION:

Support for the project at the local level will increase as the federal effort decreases.

Date completed or revised: Nov. 18, 1974	**Completed by:** Dave Doran	**Phone:** 717-286-6740

Local Educational Agency	Harbor Creek School District	**State Project Number**
Address:	6375 Buffalo Rd., Harbor Creek, Penna. 16421	72096
Project Director	Emmett L. McIntosh	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Photography in Aesthetic – General Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	2/1/73	1/31/74	43,580	1973	$43,580.00
Cont.	4/1/74	3/31/75	30,837	1974	30,837.00
TOTAL			$74,417		$74,417.00

Proposed Termination Date 3/31/76 **Projected Funding Level for total project period** $89,835.00

TARGET POPULATION:

Students in grades 4, 9, 10, 11, 12 of the Harbor Creek School District and adult education classes, with particular emphasis on the senior citizens, are the target population of this project. Enrollment for the current year is 575 of which 97% are Caucasian, 2% are Negro, and 1% of other ethnic origins. The socio-economic status of the residents ranges from lower to upper-middle class.

The professional staff for the project includes: (elementary) 3 principals, 4 fourth grade teachers, 2 art teachers; (secondary) 2 principals, 2 art teachers, 8 teachers in other disciplines; (adult) 2 art teachers, 1 professional photographer.

The township is primarily suburban, with some agriculture and light industry, and has a population of 12,200. The school district has an enrollment of 3600 students with a total professional staff of 165 dispersed among 3 elementary schools, 1 special education center, 1 junior high and 1 senior high school. In addition, 2 nonpublic institutions (Gannondale School for Girls and Harbor Creek School for Boys), both residencies for children with problems, are located within the township.

MAJOR OBJECTIVES:

The general objective of the project is to expand the art curriculum: 1) by extending the present technical and aesthetic instruction for a greater number of students using a wide range of photographic equipment and materials; 2) by initiating similar instruction in advertising layout and off-set printing processes; 3) by expanding the use of graphic arts in other disciplines in order to stimulate interest and to develop aesthetic values; 4) by encouraging students, young and old, to use the graphic arts as a leisure time activity or as a career opportunity.

The development of a planned course of study is also a major objective.

ACTIVITIES:

Initially, a steering committee was organized to give direction for implementing the project. Consultants were engaged to provide guidance for curriculum development, teacher training, purchase and utilization of equipment and evaluation procedures.

Starting with the spring term the elementary aesthetic photography kits, *Examining Point of View* (CEMREL, Inc.), were introduced on the fourth grade levels. An abbreviated introduction to photography was offered to ninth graders.

During the summer months, inservice training sessions were conducted and a workshop, which served as a pilot study for aesthetics in photography, was attended by students ranging from teenagers to Golden Agers.

Project Title: Photography in Aesthetic - General Education

State Project Number 72096

ACTIVITIES: (Continued)

Currently, with expanded facilities and staff, added equipment and supplies, art students in grades 9 - 12 may schedule daily photography classes. There is a newly-formed class in Advertising Layout and another in Newspaper Journalism. An adult class in photography is a part of the evening program.

In Mid-December two chartered buses transported the photograph students to the Eastman House and to the Museum of Science in Rochester, New York. The Advertising Layout class has toured the Erie Daily Times and an advertising agency.

To encourage the use of artistic visuals in other disciplines, a series of in-service sessions were conducted for language arts and social studies personnel.

EVALUATION DESIGN:

Pre and post assessment of technical worth will be designed by art instructors. Art teachers will make subjective judgments concerning minimal aesthetic qualities of student's work in each media, but the aesthetic qualities will also be judged by a panel of experts.

FINDINGS TO DATE:

Teacher made tests, surveys and questionnaires, along with the many elementary and secondary photos, the layout designs, the printed materials, and the completed contracts with other subjects teachers are evidence that the basic objectives are being met.

A Panel of evaluators inspected student portfolios to determine the degree of aesthetic growth by student photographers. They were in agreement that the random samplings showed improvement in technical skills and in aesthetic judgment. It was recommended that we retain the humanistic approach which is currently being stressed.

DISSEMINATION PLAN:

Periodic releases, newsletters, and bulletins will be sent to local and regional news media. Articles and other publications will be submitted to appropriate local, state and national concerns. Films and tape/slide presentations are being planned.

PROGRESS TOWARD ADOPTION:

The aesthetic-oriented photography unit, *Examining Point of View* by CERMREL, Inc., is being used in all fourth grade art classes.

A secondary packet, "Aesthetics in Photography", is completed. Other packets dealing with technical aspects of photography and with advertising layout are being prepared.

A student contract has been devised to facilitate the use of student photographers for basic education. To date many contracts have been fulfilled for science, driver's education, agriculture, social studies, English and others. Also, various photo media has been supplied for school officials and community groups.

Regular term inservice workshops have been scheduled for the purpose of giving an overview of the Art Process in basic education and supply the means of applying aesthetic education techniques to the basic education curriculum.

Non-participating teachers are adopting ideas and techniques which were generated by the project.

Date completed or revised: 7/1/74 **Completed by:** Emmett L. McIntosh **Phone:** 814-899-3157

Local Educational Agency	Western Wayne School District	**State Project Number**
Address:	South Canaan, Pa. 18459	72097
Project Director	George K. Waters and Ellis Collins	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Bridging the Reading Gap

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	1/15/73	8/31/73	26,000		
TOTAL					

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Students in grades K through 12 of the Western Wayne School District attendance area are the target population of this project. Enrollment for the current year (1972-73) is 2016 students, of which approximately 99.7 per cent are Caucasian and .3 per cent are Negro. The socio-economic status of the families in the attendance area is primarily of upper-lower class and lower-middle class composition.

There are presently 54 professional staff members assigned to the Western Wayne School District including 1 superintendent, 1 secondary principal, 1 assistant secondary principal, 3 elementary principals, 13 paraprofessionals and all interested parents who willingly volunteer to complement the professional staff.

The community is rural with some light industry and has a population of 8267. The school district with its enrollment of 2016 students is dispersed among 5 elementary schools and 1 junior-senior high school. In addition the school district has 3 kindergarten schools with an enrollment of 134 students and 3 schools with an enrollment of 58 where elementary and secondary special education students are taught. The school district also has 1 non-public school with an enrollment of 30 students.

MAJOR OBJECTIVES:

The general objective of the project is to Bridge the Reading Gap in the Western Wayne School in grades K through 12 by strengthening, updating, and adjusting the reading program. In behavioral terms, the objectives of the project are as follows:

1. Design and implement instructional systems for a superior learning environment through 6 in-service sessions of 5 hours each: (a) individualized instruction, (b) large group instruction, (c) library instructional materials center, (d) flexible scheduling, (e) reading centers, and (f) language experience units.
2. Conduct in-service training for teachers, designed to prepare each teacher to become a "reading teacher". Reading instruction will become more flexible, and children will be given instruction at their own instructional level. Levels of instruction will be progressive and individualized through 8th grade.
3. Design a pre and post-assessment of the cognitive and affective student gains resulting from our in-service program, visitation day, and follow-up experience.

ACTIVITIES:

1. Project activities for the current year will focus on 6 Saturday in-service sessions of 5 hours per session.

Project Title:	Bridging the Reading Gap	**State Project Number** 72097

ACTIVITIES (Continued)

2. Each in-service session will be audio taped; worthwhile demonstrations will be video taped, and a written record will be kept.
3. A visitation day will be provided so each teacher will have an opportunity to visit a school where an excellent reading program is presently being conducted.
4. Four days will be provided for follow-up for each consultant to visit individual teachers in their classrooms to guide, counsel, and answer questions.

EVALUATION DESIGN:

Evaluation methodology will be of two types, both of which are on-going.

First, cognitive achievement measures are employed using standardized tests in basic skill areas. Results will be compared to district, state, and national norms.

In addition to the California Achievement Test there will be an achievement test at the end of each level completed in the Ginn Basic Series 360 which will determine the child's placement.

Secondly, prior to the in-service program a criteria in-service inventory will be developed. Each teacher will be observed before, during, and after the program.

FINDINGS TO DATE:

Statistical evidence is expected to show that cognitive gains will be achieved in Reading Comprehension by (a) word attack skills, (b) vocabulary development, (c) phonetic analysis, and (d) spelling when comparing pre- and post-test results using the California Achievement subtests. Students will show a more positive attitude toward learning, also. Teacher techniques and methods of reading will become more meaningful.

DISSEMINATION PLAN:

Primary dissemination activities will consist of a written report edited and disseminated to participants and other interested people. Audio and video tapes will be available for use by participants, or other interested school districts.

An occasional newsletter will be distributed to the parents of the school children. Local newspapers will be utilized for the project activities and the public in general will be kept informed through the Advisory Council, Parent-Teacher Associations, and service organizations.

PROGRESS TOWARD ADOPTION:

During the second year of the project, the local educational agency will increase support for the project so that its operating budget will remain at the level of the first year of operation.

Date completed or revised 1/7/73	**Completed by:** George K. Waters Ellis Collins	**Phone:** (717) 937-4280

Local Educational Agency Harrisburg City Schools
Address: P.O. Box 2645, Harrisburg, Pa. 17105
Project Director Barbara McGeary

State Project Number 72098

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Riverside Center for the Arts

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	4/15/74	4/14/75			
TOTAL					

Proposed Termination Date ______________

Projected Funding Level for total project period ______________

TARGET POPULATION:

Students, ages 10-18, or those typically in grades 5 through 12 and adults from the community are the target population for this program. Selection for participation will be made on the basis of strong interest and aptitude toward the arts. Because students will be attending the Arts Center for a half day each week, they also must be able to keep up with their basic studies. Total anticipated enrollment is 600 with students coming from 12 Harrisburg City Schools and nearby non-public schools.

OBJECTIVES:

To construct ways to identify those students who would benefit most from additional experience in the arts.

To provide a setting in which teachers and teacher trainees can develop unique methods for learning through the arts.

To include guest artists and consultants as additional staff at the Center and to share their expertise with district teachers through in-service sessions.

To provide students with an early involvement in the arts that would give added opportunities to develop an interest towards a life careet.

To invite the community to share in a concern for aesthetics and to actively participate in the Arts Center.

ACTIVITIES:

Students come to the Center for one-half day each week where they may participate in: art, drama, movement, photography, music and media. Housed in what was once an elementary building, the Arts Center has seven classrooms. In the music laboratory there are nine electronic pianos as well as other equipment for electronic composition. Orff instruments are used to teach the basic concepts of music.

Open space is the prime factor in the Creative Drama room. Students position rostrum blocks to suit the action of their presentation during class. An old trunk holds hats and costumes for special occasions, and a dimmer system is used to control the lighting effects.

Sturdy woodwoorking tables provide a strong base for the use of hand tools in the Art room.

Movement exploration takes place in what was once a small gym. A wall-sized muslin backdrop hangs at one end of the room and can become a super screen for projections. Students add light and color as well as music to their original expressions in movement.

A vital component of the high school program is experience in the media area of radio, television Such involvement could provide students with an opportunity to video-tape their performances for

Project Title:	Riverside Center for the Arts	**State Project Number** 72098

immediate evaluative replay, create their own television and radio productions and experiment with these contemporary means of mass communication.

To further enrich the program, guest artists and consultants, both from the local community and areawide, are invited to the Center.

The talents of local symphony members have been used to introduce students to quality music in their schools through a program called "Classroom Concerts." Approximately 40 concerts will take place this year with over 1,000 students participating.

EVALUATION DESIGN:

The staff has designed an evaluation form that is used at least three times during the year to show individual and group growth according to project objectives. Individual evaluations are made with the use of tape recorders, video-tape cassettes, photographs, products, and performances. Attendance records will indicate the validity of selection of certain students. Attendance records for professional staff will also be significant when compared to total school staff attendance.

FINDINGS TO DATE:

In a total school evaluation done by a professional team with Riverside Center showed marked differences to other district schools in having the least teacher and student absences. The staff has developed a list of student characteristics to help identify those Harrisburg School District students who would benefit most from an arts program.

DISSEMINATION PLAN:

Numerous newsletters and brochures have been distributed locally as well as statewide. Open House programs, where parents visit and participate in activities, have been heavily attended. RCTV, the Center's television studio, has video cast over 600 hours to 35,000 area viewers. Slide presentations to service and club organizations have kept the community informed of the activities taking place at the Arts Center.

PROGRESS TOWARDS ADOPTION:

Students in grades 5 through 12 have been attending the Arts Center for three years and participating in all areas. After school programs have been offered to high school students. Evening classes for adults provide credit through the Harrisburg School District's Standard Evening High School.

Date completed or revised:	1/2/75	**Completed by:**	Barbara McGeary	**Phone:**	717-255-2528

Local Educational Agency Central Susquehanna Intermediate Unit
Address: P.O. Box 213, Lewisburg, Pa. 17837
Project Director J. Charles Jones

State Project Number 72100

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Home-School Early Childhood Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	2/15/73	2/14/74	$41,926.00	1973	$41,926.00
Cont.	2/15/74	2/14/75	27,535.00		
TOTAL			$69,461.00		

Proposed Termination Date 2/14/76 **Projected Funding Level for total project period** $83,223.00

TARGET POPULATION:

This program is primarily aimed at the secondary school students who are least likely to be involved in further education in the areas of child growth and development and parenthood. This group, which constitutes a majority of those passing through our schools, tend to marry early and to have children early. A secondary target population is parents of primary school- and pre-school-age children and teachers and counselors working with them. We would anticipate approximately 1,000 high school students and 75-100 parents in the program during the second year.

MAJOR OBJECTIVES:

The major objectives of this second year of the program are: (1) to revise, improve and expand the course materials for two high school level courses, with emphasis on meeting teacher and student requests for more A-V materials and materials for supplemental activities. (2) to improve the in-service training of participating teachers. (3) to improve and expand the parent-teacher-counselor seminars. (4) to evaluate the effects of the project on cognitive and affective areas relating to child growth and development and parenthood.

ACTIVITIES:

During the period February–June, 1974: (1) the first course, *Growing Children*, will be repeated in those schools wishing to offer it a second time. Schools which could not be accommodated during the first half of the school year will be able to offer the course during the second half of the school year. (2) The second half-year course, a more vocationally-oriented course, which emphasizes procedures and routines for nuturing children's cognitive and social growth and for assessing children's development, will be offered as a continuation of the *Growing Children* course. (3) The first round of parent-teacher-counselor seminars will be completed and those parents who are willing to participate in the high school course either via video-taped interviews or through direct discussions in the high school classes will be recruited. (4) Additional A-V materials will be selected or developed and evaluated through use in the program. (5) A monthly series of in-service workshops will be carried out on a released-time basis for participating teachers. (6) Evaluation of the program will continue with additional emphasis on the reactions of the parents of those students involved in the program.

During the Summer 1974: A month will be devoted, by the professional staff, to re-writing and reorganizing the course materials, developing additional A-V materials, analyzing evaluation data on the high school courses, parent-teacher-counselor seminars, in-service workshops and parent questionnaires, and in supervising the production of any additional materials.

Project Title: Home-School Early Childhood Program

State Project Number 72100

During the period September 1974–February 1975: (1) Revised courses will be offered in participating schools. Estimated student population in these courses by this time is in excess of 1,000. (2) In-service workshops for teachers will continue for both "experienced" teachers and those who will be new in the program. (3) A re-training program will be conducted for discussion leaders in the parent-teacher-counselor seminars to deal with any classes and to provide additional training for new leaders recruited from existing seminar groups. (4) Post-test evaluation data will be collected from students, teachers, and parents in both control and experimental groups.

EVALUATION DESIGN:

Evaluation of the *effectiveness* of the program is based upon a post-test only control group design. Assessments of parents', teachers, and students, cognitive and affective growth in child development and parenthood will be made. Product, process, and incidental evaluation schema will be used.

FINDINGS TO DATE:

Data has been collected from approximately 300 students presently enrolled in the first course. Those include approximately equal groups of 9th and 12th graders and of males and females. The majority of those students indicated that they liked the course or liked it very much, that it was as good as or better than their other courses and that they would recommend that other students take the course. Of particular interest is the fact that both 9th and 12th grade students rated the difficulty level of most units as "about right." The results of the student evaluation questionnaires were confirmed in interviews with small groups of students. Teacher evaluations also agreed with student estimates as to the difficulty of the materials, student interest and class participation. Both teachers and students indicated a need for more A-V materials. Complete data analysis will be included in a summary report.

DISSEMINATION PLAN:

Documentation and dissemination will be accomplished through a slide-tape presentation, a complete summary report, meetings, newspaper articles and newspaper columns, and personal contacts. By the end of the school year, sample sets of student materials, teachers' guides, unit exams; and locally developed A-V materials will be available.

PROGRESS TOWARD ADOPTION:

Once the teachers are familiar with the materials and procedures, a school district can continue to offer the program for very little more than the cost of student texts and teacher guides. In-service training of replacements or of teachers in districts offering the program for the first time can be included in the CSIU in-service training program.

Date completed or revised: 2/74 **Completed by:** Dr. John E. Lutz **Phone:**

Local Educational Agency	Penncrest School District	**State Project Number**
Address:	Saegertown, Pa. 16433	72101
Project Director	William R. Wilson	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Student Centered Ecology Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/73	1/14/74	14,600	1972	14,600
Cont.	1/1/74	1/1/75	11,215	1973	11,215
Cont.	1/1/75	1/1/76	5,607	1974	5,607
TOTAL			31,422		31,422

Proposed Termination Date 6/24/75

Projected Funding Level for total project period 43,800

TARGET POPULATION:

Students in grades 10, 11, and 12 of the Randolph-East Mead School attendance area are the target population of this project. Enrollment for the current year (1972-73) is 158 students. An initial target population of 75 students who have expressed an interest will be selected. Of these 75 students, 45 would be classified as handicapped. The socio-economic status of the families in this attendance area is primarily of lower and lower middle class composition and in addition are culturally and economically deprived.

The Randolph-East Mead community is in the fringe area of Appalachia, is a rural area, and the primary occupational opportunity of this area is farming. The population of this attendance area is 2701. The total school population is 847, with one high school, one elementary building, and Head Start facilities.

MAJOR OBJECTIVES:

The general objective of the project is to implement a student centered, laboratory-oriented, environmental program. This will provide a quality learning environment for the high school students at Randolph-East Mead High School. In behavioral terms, the objectives of the project are as follows:

1. Design and implement instructional system for student-centered environmental program: (a) students investigating environmental areas of their own interest, (b) laboratory investigation designed by student, (c) self-evaluation of learning by student, (d) scientific principle utilization, (e) open library resources concept, (f) utilization of audio-visual facilities, (g) investigation of environmental situations in and around the school district, (h) utilization of resources personnel in and around the school district, (i) to provide a learning experience through other than traditional methods, (j) flexibility in student interest.
2. Design a pre- and post-assessment of the cognitive and affective student gains resulting from instructional systems.
3. Design a pre- and post-evaluation to determine educational gains in other scholastic areas.

ACTIVITIES:

The main thrust of the program is the stimulization and motivation of the interest of the students in Environmental Practice Students participating in the project would design their own environmental practice around what they know, what they want to know, and what they do best. Implementation of this program would include activities of such a nature as to imbue in the students an awareness of his environment.

Local Educational Agency Northwest Tri-County Intermediate Unit
Address: 2911 State Street, Erie, Pennsylvania 16508
Project Director Dr. Alan Wolf

State Project Number 72102

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Teacher Education and Renewal Centers

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	3/1/73	2/28/74	52,000	1973	52,000
TOTAL				52,000		52,000

Proposed Termination Date March 1976 **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Approximately 800 professionals in seven school districts of Northwestern Pennsylvania. Nearly 68% of these teachers are permanently certified. Over 23,000 students will ultimately be affected by this project. These students are of lower middle class and middle class social economic background. They are predominantly Caucasian.

The community is semi-rural with some light industry. Seven school districts and eight colleges will be involved.

MAJOR OBJECTIVES:

The general objective is to establish teacher renewal or impact sites with the RITEC consortium. These sites will be responsible for the in-service, pre-service training of professionals. Thus, the promising results of educational innovation can be delivered and field tested much more rapidly than under current in-service programs.

The pre-service training of future teachers in the project will provide for a rich variety of experiences from freshman through senior years. The permanent certification of level I teachers will also be a major focus of this project, which will include the renewal of educational experiences and staff development of those teachers already permanently certified. In addition, the project will identify and develop a program for level II teacher certification competencies and staff development competencies for ongoing professional development.

In other words, a site will be totally impacted with future teachers for the purpose of providing an educational in-service process for all who enter the profession from their freshman year in college until the time they retire. The specific object is to establish teacher training and teacher renewal sites where the latest results of educational research may be delivered quickly to the children who will benefit the most.

ACTIVITIES:

The project activities will begin by devising and assessing regional competencies for level I renewal and level II certification. The teachers and supervisor teams in each of the sites will then meet to devise their local competencies from this data. Site supervisors will be trained who will be responsible to the school districts for the activities at the site. Clinical professors from the college consortium will be assigned to each of the sites to aid in the pre-service, student teaching and in-service activities at the site. They will be the representatives of higher education at the scene.

Project Title: Teacher Education and Renewal Centers	**State Project Number** 72102

ACTIVITIES (Continued)

Identification and training of the clinical faculty will be the next step. The clinical faculty will consist of selected teachers from the site who will act in place of cooperating teachers. These teachers will also be responsible for the in-service activities at the site. The next activity will pilot the program by impacting the districts with the pre-service and in-service training of teachers at their center. This phase will begin with an assessment of the various competencies the teachers now have at the site and their needs, and the district's needs to improve education. The pre-service and in-service training definitely will be a part of the school's curriculum and objectives. Thus, the in-service activities will not be separate from the school or the site curriculum.

EVALUATION:

The evaluation will be on a systems design which will measure the progress towards the completion of the objectives. Questionnaires will be used extensively, along with interviews and ancedotal records. A case study will be maintained.

DISSEMINATION:

The dissemination will be centered around newsletters, catalogues and similar brochures which will be distributed throughout the state. The sites will be open for visitation. Attempts will be made to present the project at appropriate association meetings and conferences.

Date completed or revised: 1/11/73	**Completed by:** Dr. Alan Wolf	**Phone:** (814) 454-3851

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	21st Street and the Parkway, Phila., Pa.	72103
Project Director	Dr. Leonard Finkelstein	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Alternative School Grants

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/73	1/14/74	120,000	1973	120,000
TOTAL			120,000		120,000

Proposed Termination Date 1/14/74

Projected Funding Level for total project period 120,000

TARGET POPULATION:

Two hundred and forty students from grades 7-12 will participate in alternative educational programs at two schools: Jones Junior High School and Roxborough Senior High School. The selection process will promote, where possible, the establishment of a group with an economic and ethnic mix.

MAJOR OBJECTIVES:

The overall objective of creating a true educational alternative will be met through different approaches to: selection of students, curriculum content, instructional methods, staffing patterns, and relationships to community agencies.

Objectives for the students include:

1. To aid disruptive pupils in achieving classroom competencies and improved work and study skills.
2. To reduce student apathy, lateness, absence, truancy, and in general, poor attitudes concerning learning and estimation of self.
3. To provide a greater knowledge of, and interest in, career options in the community.

ACTIVITIES:

Each student will combine classroom experience (on and off-site) with visits to local businesses and government offices, and with volunteer work experience in schools and community agencies. Course curriculum will include Social Studies, English-Humanities, Math, Science, Art, and Career Education. Staff Development sessions will take place every month for the duration of the program.

EVALUATION DESIGN:

The evaluation scheme will combine a research approach with an anthropological approach. Standard test instruments will be coupled with various kinds of additional questionnaires, daily logs, performance records, and continuous on-site monitoring.

FINDINGS TO DATE:

No applicable at this stage.

Project Title: Alternative School Grants	**State Project Number** 72103

DISSEMINATION PLAN:

Information will be disseminated to other schools in Philadelphia, school districts around the country, universities, educational resource libraries and interested community members and groups. Verbal dissemination will occur at workships, conferences and visitations. Written information will be transmitted in brochures, newspaper and magazine articles, and newsletters. Each school will develop an audio and/or visual presentation on the program.

PROGRESS TOWARD ADOPTION:

No applicable at this date.

Date completed or revised: 1/73	**Completed by:** Leonard Finkelstein	**Phone:** (215) 448-3232

Local Educational Agency	School District of Lancaster	**State Project Number**
Address:	225 West Orange St., Lancaster, Pa. 17604	72104
Project Director	Mrs. Betty Degler	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Upgrading Urban Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount for Funding Period
	From	To			
Cont.	6/15/74	6/14/75		1974	
TOTAL					

Proposed Termination Date 6/14/76

Projected Funding Level for total project period $40,599.00

TARGET POPULATION:

Students in grades K to 6 of George Washing Elementary School and students in grades 7 to 9 of Edward Hand Junior High School attendance area are the target population of this project. Enrollments for the two schools, as of October 1, 1973, were 1,524 students, of which approximately 37.2% was Negro, 25.2% was Puerto Rican and 37.6% was Caucasian and others. The socio-economic status of the families in the attendance area is primarily lower and lower-middle class in composition.

There are 87 professional staff members assigned to the schools, including 3 full time administrators, 1 half-time administrator, 3 counselors and 6 paraprofessionals to complement the professional staff.

The School District of Lancaster is composed of Lancaster City and Lancaster Township with a combined population of 68,064. The School District has an enrollment of 12, 107, with a professional staff of 643, placed in one senior high school, four junior high schools and seventeen elementary schools. In addition, there are nine non-public schools serving 1,953 students.

MAJOR OBJECTIVES:

The overall objectives of the project are to improve the students' attitudes toward school, resulting in a decrease in absenteeism, classroom disruptions and an increase in academic achievements, support of parents, in the amount of time adults can be involved with individual students in the instructional process, along with a positive modification of the teachers' attitudes toward students' behavior, mores, and attitudes. A change in the attitude of student teachers toward teaching in an urban setting is also expected.

ACTIVITIES:

"Upgrading Urban Education" is a consortium among the School District of Lancaster, Millersville State College, and Franklin and Marshall College which attempts to individualize instruction in the two target schools, George Washington Elementary School and Edward Hand Junior High School. This year fifteen elementary education majors and ten secondary education majors, all freshmen, from Millersville State College along with nine education students from Franklin and Marshall College entered their respective schools to begin gaining teaching competencies from a field-based situation. It was felt that the complex situation which exists in the urban classroom today is such that some of the traditionally prepared teachers have difficulty coping with the poor attitude some students have toward schools, the increased disruptions of classes, discipline problems, low academic achievement, changing mores of the students, chronic truancy, tardiness, and disrespect shown toward teachers. Through in-service and interaction among teachers, college students, and community resource people used in the program,

Project Title: Upgrading Urban Education

State Project Number 72104

there should be a positive attitudinal change on the part of the teachers and thus a great benefit to the students. By having more help available to the professionals there will be opportunity for more personal contact between the student and the adults.

The program began on June 18, 1973. The first objective was to orient the school staffs and communicate the aims of the program to district personnel and committee members. Supervising teachers from each of the two schools were selected and attended a series of workshops in August run by college, community, and school personnel. Included with the teachers were non-public school personnel, college supervisory staff, and community resource people. Next, the director began contacting parents and community leaders to explain the purposes of the program. This was done specifically to gain support of the community and to learn what position they have on the proposal, hoping to involve them more with the school. Neighborhood resource people were identified as possible contacts for student field experiences and to help orient the cadets about cultures, life styles of the student, and to lend their expertise in any way possible. The cadets participated in an orientation program operated by the principals in each school. The cadets entered the school in late January to work with their supervising teacher. In addition to working with the school students in varying capacities, they are taking walking tours, helping in school activitie such as drama club and sports, working with students in community projects such as repainting the Hispan Community Center. Their primary purpose is to provide more attention to individual students and to provide more adult contact for the youngsters.

EVALUATION DESIGN:

Evaluation will use the 1972-73 school term as a base year for statistics related to absenteeism, classroom disruption, academic achievement, parental involvement and the average number of minutes/day of adult contact with individual students. A decrease in the first two statistics and an increase in the last three statistics is expected as a result of the project.

The students' attitudes toward school and the student teachers' attitudes toward teaching in an urban setting will be measured by a pre-post program inventory designed by the Psychology Department of the School District of Lancaster in cooperation with the Research Division of Millersville State College and Franklin and Marshall College. The Minnesota Teacher Attitude Survey will be used as a pre-post program survey of the teachers' attitudes toward students.

FINDINGS TO DATE:

No data is available at this time, but data will be gathered as the project progresses.

DISSEMINATION PLAN:

Dissemination will take place through in-service programs and conferences with non-public school, public schools, colleges and the School District of Lancaster. Appropriate use will be made of professional and public media for communication of the project activities and results. The colleges involved, will aid in dissemination through their education curriculum. The plan of the program and results will be kept on file for use of any groups requesting such information.

Date completed or revised: 4/1/74

Completed by: Betty Degler

Phone: 717-393-3871

Local Educational Agency Allegheny Intermediate Unit Exceptional Children's Program
Address: Suite 1300, Two Allegheny Center
Project Director Mrs. Ruth M. White, Curriculum Coordinator

State Project Number 72105

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Job Exploratory Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
F.Y.	8/1/74	7/31/75	$20,000	1974	$20,000.00
TOTAL					

Proposed Termination Date July, 1975

Projected Funding Level for total project period $20,000.00

TARGET POPULATION:

Educable mentally retarded students in Grades 9, 10, 11 and 12 in the Allegheny Intermediate Unit Exceptional Children's Program are the target population for this project. A total of 75 students will participate in the program.

The classroom teachers will conduct the program, incorporating it into their regular curriculum.

Most pupils are Caucasian, about 1% are black. The socio-economic status of the pupils range from low to upper-middle class.

MAJOR OBJECTIVES:

The major objectives of this program are:

TO DEVELOP vocational curricula based on job opportunities available to educable retarded students.
TO VISIT various job sites with students to acquaint them with the types of employment which may be available to them.
TO RECOGNIZE that different jobs require different abilities and training.
TO PRODUCE an instructional manual for job activities for use by teachers in the local educational agency and for distribution to other special educational programs.

ACTIVITIES:

Students will be scheduled to visit the job site and observe actual operation of the plant or business.

Reinforcement during class periods will be in the form of review of job operations, acquaintance with terminology used on the job site and open-end discussion of the visitation.

It is estimated that a minimum of 7 and a maximum of 10 trips will be taken to job sites.

Teachers will develop units for each visitation; these units can be used for end-of-the-year review, as well as being available for future use with new classes.

Job Core programs will also be developed within the schools, utilizing Food Service activities and Horticulture programs.

EVALUATION DESIGN:

Each teacher will develop a competency measure or check list for each unit developed.

Project Title: Job Exploratory Project	**State Project Number** 72105

FINDINGS TO DATE:

Project has not been in operation for sufficient length of time to develop statistical data. Two manuals have been written and distributed to the staff.

DISSEMINATION PLAN:

As the project develops, informative news letters will be sent to parents. Local papers will receive news releases from time to time, and the units will be available for use with other special education units.

PROGRESS TOWARD ADOPTION:

Project beginning second year of funding. During the first year, this activity was a component of a larger project. This is the first year for *total* funding of the Job Exploratory Project.

Date completed or revised: 5/23/74	**Completed by:** Ruth M. White	**Phone:** (412) 321-5700

Local Educational Agency	Millersville Educational Development Center	**State Project Number**
Address:	Stayer Research and Learning Center, Millersville, Pa. 17551	72106
Project Director	Dr. Robert J. Labriola	

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Environmental Awareness

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	4/1/73	3/31/74	$50,300.00	1973-74	$50,800.00
Cont.	4/1/74	6/30/75	60,800.00	1974-75	60,800.00
TOTAL					$111,600.00

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $111,600.00

TARGET POPULATION:

The intent of the proposal is to allow Pennsylvania's "land locked" students to enjoy some of the unique experiences of exploring coastal tide pools, bays, and estuaries. Students from Lancaster, York, and Cumberland counties will be invited through the Chief School Officers. It is anticipated that approximately forty districts will be invited to participate. Students in grades four through twelve can be involved.

MAJOR OBJECTIVES:

a. To introduce students to the nearshore marine environment, stressing the importance of dynamics (tides, waves) and of processes, rather than statistics.

b. To demonstrate actual research methods and instruments used by seagoing scientists and allow direct participation in manipulating standard oceanographic devices.

c. To establish an acute awareness of the effects of man's interaction with the marine environment.

ACTIVITIES:

The program emphasis, in addition to involving students to become familiar with coastal topography and ocean life, is on having them work beside ocean scientists and learning how to use standard oceanographic devices; e.g., the instruments commonly used to measure and record the degree of ocean pollution. The three-day workshop includes one-half day orientation and two and one-half days for field activities. It includes a half-day ocean cruise and laboratories on marine geology and marine ecology.

EVALUATION:

After the workshop, the students will submit a written evaluation to the project directors. A pre and post test will be administered to the students involved in the program.

FINDINGS TO DATE:

This program has generated a tremendous interest and received outstanding evaluations. There is an obvious need for this type of intensive participation program which not only provides an excellent supplement to classroom instruction, but also stimulates and develops the students' future outlook on science and our environment. It appears desirable to increase the target population to include more, or even all, districts in Pennsylvania, based on many requests.

Project Title: Environmental Awareness	**State Project Number** 72106

DISSEMINATION PLAN:

The project will be open for visitations during its operation. A brochure explaining the program of the consortium has been developed and distributed. A slide presentation relating to the program is available and will be presented to any interested school districts upon request. Newspaper article related to the various school's participation will be recommended to the local districts.

PROGRESS TOWARD ADOPTION:

Based on repeat-bookings and additional requests, the program has been adopted by almost all participants. The only problems affecting adoption are financial and transportation.

Date completed or revised: 12/17/74	**Completed by:** Dr. Robert J. Labriola	**Phone:** (717) 872-5411

Local Educational Agency Rose Tree Media School District
Address: 901 N. Providence Road, Media, Pa. 19063
Project Director Charles W. Beehler

State Project Number 72107

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: "Development: Instructional Packages for Science, Nature and the Survival of Man"

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	4/73	4/74	24,130	1972	24,130
TOTAL			24,130		24,130

Proposed Termination Date April 1, 1976

Projected Funding Level for total project period 53,130

TARGET POPULATION:

The target population for this project is selected students in grades 10, 11 and 12 in the Rose Tree Media School District and six cooperating school districts. There will be approximately 700 public and parochial students using the pilot learning materials developed by the project. Of this number, approximately 60% are Caucasian, 39% are Negro and 1% are of other ethnic origins. The socio-economic status of the families of students affected by this project will vary greatly from low to upper middle class. The student population which will use materials prepared by this project may be characterized by:

1. frequently lower than average communication skills.
2. lower level of desire for achievement in "academic" type courses.
3. low level of interest in the traditional science courses taught in high schools.
4. learns best when dealing with concrete materials and situations.

There will be a minimum of eight teachers in the Delaware County area who will pilot the new instructional packages to be developed by this project.

MAJOR OBJECTIVES:

The major objectives of the "Science, Nature and the Survival of Man" program are:

1. To enable students to understand science as an endeavor related to man's efforts in all areas of life.
2. To make it possible for students to see themselves as future citizens who not only use science and technology, but are capable of influencing them.
3. To enable students to see how their lives have been affected and influenced by the progress and products of science.
4. To search for and identify goals and guidelines for science and technology which are based upon mankind's needs.

The objectives of this project are to:

1. Develop a series of instructional packages which will permit teachers of diverse backgrounds and training to teach the units successfully.
2. Develop both objective and subjective means to evaluate the materials prepared as well as student progress and achievement with them.
3. Pilot the new instructional packages to evaluate their success and need for revision.

Project Title:	"Development: Instructional Packages for Science, Nature and the Survival of Man"	**State Project Number** 72107

ACTIVITIES:

Project activities during the first year will consist entirely of developing four instructional packages – one for each of the major SNSM units, printing the required materials and piloting these units.

Development activities will take place during a four week session during the summer of 1973. During development heavy emphasis will be placed on aspects of scientific and technological literacy, but equal emphasis will be given to methods and strategies for involving and motivating learning in the target population.

EVALUATION DESIGN:

This remains to be developed during the 1973 summer session. Generally, it will include:

1. Use of the Attitude Scale for Science, Nature and the Survival of Man given as a pre and post test.
2. Pilot teacher diary or "log" type records which will be recording certain categories of information plus student-teachers reactions.
3. An evaluation scale (to be developed) which will measure progress, interest, and involvement in terms of individual and group projects, panels and games.

FINDINGS TO DATE:

Teachers in the Rose Tree Media School District and elsewhere who have taught the SNSM program report that:

1. There is a strong positive attitude toward the program and its objectives.
2. Materials and strategies are urgently needed to provide student activities and involvement.

DISSEMINATION PLAN:

Dissemination of the instructional materials packages will not normally occur until after the first year of the project when the materials have been piloted.

A newsletter will be printed four times during the first project year to report progress and general information to those interested.

PROGRESS TOWARD ADOPTION:

The SNSM program is already an integral part of the high school curriculum in the Rose Tree Media School District. With the assistance of the Pennsylvania Department of Education, trial adoption of SNSM materials may be encouraged throughout the state.

Date completed or revised: 3/15/73	**Completed by:** Charles W. Beehler	**Phone:** (215) 565-1200

Local Educational Agency	Freedom Area School District	**State Project Number**
Address:	8th Avenue, Freedom, Pa. 15042	73001
Project Director	Mr. Anthony Mullen	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Interest Developed Through Educational Awareness (IDEA)

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		6-1-73	6-30-74	$39,000.00	1973	$39,000.00
		7-1-74	6-30-75	28,493.00	1974	28,493.00
		7-1-75	6-30-76	14,000.00	1975	14,493.00
TOTAL				$81,493.00		$81,493.00

Proposed Termination Date 6-30-76

Projected Funding Level for total project period $81,493.00

TARGET POPULATION:

Students in grades 7-12 in the Freedom Area School District's junior and senior high school buildings are the target population of this project. Enrollment for the current year (1973-74) is 1,480 students in the secondary schools of which number approximately 4% are Black, 2% are of other ethnic origins and 94% are Caucasian. The school district is located approximately 25 miles from Pittsburgh and is made up of the communities of Freedom Borough, Conway Borough and New Sewickley Township. The school district is 35 square miles in area. Residents of the area are employed mainly in the light and heavy industry located in the Ohio River Valley.

The District has an enrollment of 3,112. The professional staff consists of 141 members. Professional staff members from the junior and senior high faculty will participate in the project.

MAJOR OBJECTIVES:

The overall objective of this project is to increase student's interest in school, by making education more interesting for all students. We hope to achieve this by more efficient instructional methods, use of community resources and new approaches devised in the project.

The project will attempt to reach the following objectives:

1. Students will exhibit a self-motivated curiosity about learning and show an inquisitiveness about discovery and inquiry.
2. Students shall attend school more consistently as a result of the more challenging and stimulating activities within the classroom and throughout the school environment.
3. Students shall show a sense of belonging by greater and more frequent participation in extra curricular activities.
4. Students shall exhibit an initiative in goal-setting and success evaluation.
5. Students shall display an attitude of ease and confidence in communicating with faculty, administration and peers.

ACTIVITIES:

Project activities for this year will focus again on a summer workshop program conducted by our own staff members and consultants from various educational fields. The workshop will again include teachers, administrators, students and community members.

The specific objectives for this workshop are that participating members will:

1. Learn and practice specific skills of communications and instruction appropriate to this developing relationship.

Project Title: Interest Developed Through Educational Awareness (IDEA)

State Project Number 73001

2. Develop specific units of mateial to be used during the school year.
3. Prepare outside teaching experiences that will help integrate the inside school learning into more meaningful contexts.

EVALUATION DESIGN:

Evaluation methodology will be of two types. First an on-going evaluation carried on throughout the year will consist of:

1. Student-Staff prepared surveys.
2. Continuous contact with student liaison group.
3. Continuous self-examination by staff.
4. Continued contact with an adult advisory group.
5. Written prepared interest inventory.
6. Evaluation by the Department of Education in Harrisburg.

The long term evaluation will be a follow-up of the Educational Quality Assessment Test.

FINDINGS TO DATE:

1. A decreasing attendance percentage trend has stopped and an increasing percentage can be seen.
2. The STS Educational Development Series indicates improved scores over test results given in 1972-73.
3. The Stanford Achievement Test Scores have increased over 1972-73 results.
4. The student-faculty relationship has improved.
5. Discipline cases have decreased during the 1973-74 school year.

DISSEMINATION PLAN:

Plans for the dissemination of the project are as follows. Releases to the newspaper and radio stations serving the county will be regularly scheduled. Contact will be established with organizations such as the Beaver County Intermediate Unit. Information on our project will be submitted for their use. Handbooks will be developed explaining the project and its importance to the students and community. Local professional personnel will be encouraged to prepare articles for professional journals and periodicals. Local staff personnel including administrators and teachers will be available for meetings of civil and professional groups. Local personnel will be available for in-service activities in neighboring school districts. Video tapes will be made of our in-serive programs. The tapes will be made available to the local educational TV station for public viewing.

PROGRESS TOWARD ADOPTION:

Enthusiastic support has been indicated by the Secondary Staff, Administration, Community, Students and School Directors. Based on the data collected and the evaluation the School Board has endorsed the continuation of the program for the Freedom School District.

Date completed or revised: 6/1/74

Completed by: Anthony Mullen

Phone: 412-775-7400

Local Educational Agency Central Fulton School District
Address: East Cherry Street
Project Director Robert E. Swadley

State Project Number 73002

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A PreSchool Coping Curriculum

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	6/73	6/74			
TOTAL						

Proposed Termination Date June 1975

Projected Funding Level for total project period 81,733

TARGET POPULATION:

The target population of this project are the five year old pre-school youngsters in the Central Fulton School District. There are presently 1161 students in grades 1-12 enrolled in our district with a professional staff of 66 dispersed among 2 elementary schools and 1 junior-senior high school. 96 percent of the students are Caucasian and 4 percent of other ethnic origins.

The school district is comprised of three townships with a population of 3692 and a borough with a population of 1228. Most of the community is rural and sparsely populated and is lower to lower-middle class in composition.

MAJOR OBJECTIVES:

To provide a school-community program by which a continuim of pre-school education consistent with current trend and research can be realized.

To recruit volunteers from the adult community and to train them so that there will be an on-going group of teacher aides for the purpose of improving the individual communication skills of very young children and to provide, via that communication, those learning tasks that individual children are able to perform.

To develop an early program that may permit the district to eliminate the current transitional class established for children who have not benefited from a quality pre-school experience.

ACTIVITIES:

The program will begin with a six week training program divided into weekly two hour sessions for parents and potential volunteer aides. This program and in-service activities designed to enhance the staff's knowledge of the coping curriculum will be conducted by the personnel from the Division of Early Childhood Education. Eligible children will attend one of two rental units located near the McConnellsburg Elementary School. Attention will focus on the development of skills in speech and communication followed by emphasis upon such sequential skills as seem appropriate to each child or group. Teachers will keep daily individual anecdotal records on each child. Avon Grove teachers involved in the Coping Curriculum will also be used on a consulting basis.

EVALUATION DESIGN:

Our project will be evaluated by the number of volunteers recruited compared with the number who complete the program and number of hours of service each provides for the program. Present faculty members will be asked to develop a questionnaire to identify innovative ideas flowing from the specific

Project Title: A PreSchool Coping Curriculum

State Project Number 73002

EVALUATION DESIGN (Continued)

program activities. Student scores as recorded by the Delco Readiness tests will be compared with prior years to determine growth in visual motor and visual discrimination skills. The testing program will also enable the scores of entering first graders to be analyzed.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

All local forms of media will be used to inform the community of the project's growth and development. Parents will be invited regularly to visit and discuss the program with teachers, aides, and administration.

Tuscarora's Intermediate Unit office will keep all districts in the unit informed as to our progress. The project director will be available to travel to other districts to discuss the origin and development of the program. To further enhance dissemination techniques a slide tape presentation will be developed.

Date completed or revised: 4/10/73 **Completed by:** Robert E. Swadley **Phone:** 485-3195

Local Educational Agency Indiana University of Penna.
Address: 104 Davis Hall, I.U.P., Indiana, Pa. 15701
Project Director Warner E. Tobin

State Project Number 73003

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Cooperative Development of Children's Creative Potential

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/1/73	8/31/73	$21,000.00	1973	$21,000.00
Cont.	6/1/74	8/31/74	$14,376.69	1974	$14,376.69
TOTAL			$35,376.69		$35,376.69

Proposed Termination Date 8/31/75 **Projected Funding Level for total project period** $41,516.69

TARGET POPULATION:

Fifty students in grades 1–2–3–4–5 from the two counties that comprise the ARIN Intermediate Unit No. 28 (Armstrong, Indiana) were brought into the University School at Indiana University of Pennsylvania and integrated with fifty children who were part of a continuing summer program. These groups formed a constant student population for a full six-week period. Twenty teachers from the eleven school districts of ARIN plus parochial schools in the Diocese of Greensburg attended. The ARIN Intermediate Unit No. 28 serves a two county area of approximately 37,000 public school students located in eleven school districts and a portion of the Diocese of Greensburg.

MAJOR OBJECTIVES:

Given a learning environment where children and teachers are being creative, the workshop participant identified in a manner of his choice all demonstrated physical, psychological, intellectual, social, and emotional conditions which were integral components of the structure of that environment. He incorporated parallel conditions in motivational environments which he created for children in the workshop and in his own classroom. The workshop participant delineated in a manner of his choice applications of a core of seven principles of creative teaching. He demonstrated these principles in his first-hand activities with children in the workshop and in his own classroom. The participant compiled data in his choice of medium relative to how his behaviors contributed to the creative teaching of that team. He would put his plans into action through daily contact with the children in the workshop. Given a group of children not regularly enrolled in the University School, the staff demonstrated how those children can function creatively in the motivational environments of the workshop setting. It is fundamental to these objectives that every effort be made to provide the children with conditions designed to insure their optimal creative responses.

ACTIVITIES:

The curriculum of the primary and intermediate units involving one hundred children was a continuation of current programs and the introduction of new activities. This combination enabled us to provide an on-going program for the regular students and introduce the same curriculum to visiting students clearly demonstrating that children can readily adapt themselves to an educational environment designed to release their creative energies. Activities new to both groups of children was presented to provide additional opportunities for children to respond creatively and for workshop participants to observe and evaluate children in this setting. This included participation in Individually Prescribed Mathematics, language arts, social studies, science and music. All of these featured multi-age groups in primary and intermediate clusters. The staff and workshop participants worked as a team, planning and implementing these experiences. Although the children attended only during the morning hours the participants and staff worked part of each

Project Title: Cooperative Development of Children's Creative Potential

State Project Number 73003

afternoon developing environments, non-grading curriculum areas, grouping children, evaluating children, forming teaching teams, and developing multi-media environments – all designed to ease the professional into change in the classroom.

EVALUATION DESIGN:

During the first day of the session an attitudinal questionnaire based on the previous criteria was administered to each child who would be attending the workshop. The same survey was administered the last week. The results were compared to determine if children have responded to the environment. Workshop participants continuously throughout the session provided feedback through questionnaires giving them opportunities to evaluate their experiences and provide input for future sessions. Workshop participants observing children during the sessions each concentrated his/her efforts on observing one child at established intervals and time periods recording anecdotal-type comments. Final workshop evaluation was based on the planned projects for local school environment created by the participant for his/her school setting.

FINDINGS TO DATE:

In referring to a variety of abstracts and research discussions by James J. Gallagher, J. C. Gowan, E. P. Torrance, N. L. Gage and others, the workshop would hope to demonstrate that conditions to and principles of creative teaching do not exist by chance. The workshop, by focusing on the fact that all human beings function at varying levels of creativity, would hopefully dispell the common fallacies that creative individuals are few and that the release of creative energies must result in tangible products. It is felt that area teachers who participate returned to their school distircts with feasible plans for implementing creative instructional and learning procudures there.

DISSEMINATION PLAN:

Articles are prepared and submitted to local news media and professional journals describing the project and its impact. The cognitive and affective data compiled is also available for discussion and presentations are being made to various educational groups both locally and state-wide. Since we hope that this workshop can become an annual feature, a slide presentation has been presented to audiences of interested community and education groups.

PROGRESS TOWARD ADOPTION:

All school districts within the ARIN Intermediate Unit No. 28 are presently working at various levels on extensive programs leading toward the open concept curriculum plan. In addition to this the eleven school districts and the Diocese of Greensburg have positively endorsed the program as one which they will be most willing to take part.

Date completed or revised: 12/74 **Completed by:** Warner E. Tobin **Phone:** (412) 357–2424

Local Educational Agency Appalachia Intermediate Unit 08
Address: 119 Park Street, Ebensburg, Pa. 15931
Project Director Mr. Joseph Tarris

State Project Number 73004

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum Mini Grants

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/73	6/30/74	50,000	1973	50,000
TOTAL				50,000		50,000

Proposed Termination Date ____________

Projected Funding Level for total project period 50,000

TARGET POPULATION:

The target population for Project Curriculum Mini Grants encompasses approximately 5,000 teachers and administrators and 110,000 students in the public and private schools of Appalachia Intermediate Unit 08. There are four Counties and 35 school districts located in the Unit.

The socio-economic status of the families is predominantly of middle class composition. The area also includes pockets of poverty where school financing is extremely difficult. The unemployment rate is lower than the national average.

MAJOR OBJECTIVES:

The primary objective is to encourage and enable teachers, administrators, and school districts to design and/or undertake creative, innovative curriculum experimentation using modest funds for materials, equipment and services that normally would not be available from the respective budgets.

Secondary Objectives:

a) To provide a curriculum service which can be adapted to the needs of each school.
b) To identify present and emerging district curriculum needs.
c) To enable school district personnel to become better acquainted with educational needs which are not now being met and to help district personnel to design and develop programs to meet these needs.
d) To operate the curriculum council as a clearing house for studies, experiments and innovations.
e) To store all innovative curriculum projects at I.U. Office.
f) To develop a system where districts can retrieve up-to-date curriculum material from I.U. storage bank.

ACTIVITIES:

Initial activities consist of the formation of a Curriculum Council composed of representatives from the thirty-five school districts of the Intermediate Unit and non-public schools, who will establish guidelines and policies for the administration of the project. For teachers and administrators, mini-grants will range from $50.00 to $300.00 and for districts, mini-pilot grants will range from $1000.00 to $3000.00. The staff of the Intermediate Unit will publicize the availability of funds and will provide assistance in the preparation of the projects and their evaluation. All materials and findings will be stored at the I.U. Office for easy retrieval by any district within the Intermediate Unit region or state.

Project Title: Curriculum Mini Grants

State Project Number 73004

EVALUATION DESIGN:

The Curriculum Council will develop an evaluation design for the project which will include feedback from teachers, administrators, and students. The evaluation design will include the success of the objectives of mini-grants.

FINDINGS TO DATE:

Mini projects have achieved a high degree of success based not only on the number of participants, but on the quality of the individual projects in three intermediate units.

DISSEMINATION PLAN:

Internal dissemination will consist of utilizing a newsletter format and the Unit 08 newspaper to inform teachers and administrators in the Intermediate Unit of on-going mini-projects, their scope and intent, and their results. All projects will be filed and displayed at the Intermediate Unit 08 Office.

Date completed or revised: 4/10/74

Completed by: Joseph Tarris

Phone: (814) 472-7690

Local Educational Agency Clairton School District
Address: Educational Center, Short Street, Clairton, Pennsylvania 15025
Project Director Gerard Pasquerell

State Project Number
73005

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Communication: Environmental Living Through Language Arts

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/73	6/30/74	40,585.00	1974	40,585.00
Cont.	7/1/74	6/30/75	24,730.00	1975	24,730.00
Cont.	7/1/75	6/30/76	12,500.00	1976	12,500.00
TOTAL			77,815.00		77,815.00

Proposed Termination Date 6/30/76

Projected Funding Level for total project period $77,815.00

TARGET POPULATION:

Students in grades 6 through 12 of the Clairton School District attendance area are the target population for this project. Enrollment for the second year of the project (74-75) will be approximately 1350, of which 38% are black and 62% white. The socio-economic status of families in the attendance area is primarily of lower and lower-middle class composition. The community is essentially a declining small city living on the edge of a large metropolitan area. It is a city of semi-skilled and unskilled workers employed by the primary industries of coal and steel. Clairton has a pipulation with a varied ethnic background. Each group tends to retain its own identity in various ways; sometimes by choice of the group and sometimes through outside influences. The census figures show that Clairton has a high concentration of non-whites, a higher concentration than most of its neighbors and higher than Pennsylvania as a whole. There is a heavy out-migration of those who have the greatest potential for social and economic contributions to the community.

MAJOR OBJECTIVES:

The major objective is to improve student performances in language arts by using environmental education projects as the vehicle. Another objective is to achieve a better informed student body and community as a means of promoting solutions to community environmental problems. Teachers and students will develop an awareness of environmental problems and the ways and means of solving those problems by being provided opportunities to explore their immediate environment, identify environmental problems, gather data regarding a particular problem, cite examples of environmental problems, explain causes and describe possible solutions to the problems. Students will initiate specific ecology projects in the community through programs that involve various media and direct citizen participation. The development of language arts activities and experiences which will prepare students for the essential tasks of the selected environmental project is another objective.

ACTIVITIES:

Student/teacher activities will involve an all out attack on environmental problems through student-community action groups. A communications center at the High School with a satellite center in the Middle School will coordinate all activities and other aspects of the project. The center will provide a focus on environmental problems, consultants for language arts experiences and environmental studies, field trips, assimilation of student produced materials, study areas for students and community members, resource materials for use by staff and students, and information dissemination groups to generate community awareness for environmental problems which would use graphic arts material and equipment to

Project Title: Communications: Environmental Living Through Language Arts	**State Project Number** 73005

ACTIVITIES: (Continued)

prepare brochures and newsletters. Consultants and specialists will be scheduled to present workshops for teachers and students in language arts and environmental areas.

EVALUATION DESIGN:

A project such as this is very difficult to evaluate in any way other than by direct observation. The Depar ment of Education will evaluate the program. Staff members will prepare reports showing progress made for local administration.

FINDINGS TO DATE:

Many of our educational needs are peculiar to the environment in which we are located, and part of the assessment of our needs would be an understanding of the city of Clairton and the school district. A survey of college board scores from 1968 to the present, along with language arts test results and psychological evaluations of these results indicate that a program designed to enhance the reading skills and language arts experiences of the students is needed to elevate the cumulative performance of these students.

DISSEMINATION PLAN:

Written thematic units on the activities will be collected and filed by the project director and will be made available to members of the language arts staff and the central learning centers for resource material for use by the entire school staff. At selected intervals, pictures of participants and/or consultants will be released to the local media. Audio-visual material will be developed for presentation to students, staff and the community.

PROGRESS TOWARD ADOPTION:

During the 73-74 year, the ESEA-III project has been operating at the Clairton High School and Middle School. Students have participated in various environmental projects which include the monitoring of the Peters Creek Watershed for the Pennsylvania Fish and Game Commissions. Newsletters have been printed in the local newspaper once a week to keep the community informed of the students' activities. Students and staff have also attended various environmental and language arts workshops. An environmental and media lab has been set up at the High School for student and teacher use.

Date completed or revised: 5/10/74	**Completed by:** Ben E. Benack	**Phone:** 412-233-9200

Local Educational Agency Newport School District
Address: Newport, Pennsylvania 17074
Project Director Dr. Alex Warren

State Project Number 73006

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

3 R's – Raise Rural Reading

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6-1-73	5-31-74	30,000	1973	30,000
TOTAL			30,000		30,000

Proposed Termination Date 5-31-76 **Projected Funding Level for total project period** $30,000

TARGET POPULATION:

Students in grades K-6 of the Newport Elementary School are the target of this project. Enrollment for the current year (1972-73) is 840 students, of which 99 per cent are caucasian. The socio-economic status of the families in the attendance area is primarily of lower and lower-middle class composition. The average yearly income of a family in the school district is well below $7,000.

There are presently 36 professional staff members assigned to the school including one full-time administrator, three para-professionals (Title I), plus a handful of older student and parent volunteers.

The community is basically rural with no industry. Newport Boro has a population of 1800. More than half of the school district's 1500 students come from outlying townships. The total professional staff in the district is 70, including three administrators and one counselor. The district employs no supervisors or coordinators and consists of an elementary school and a junior-senior high school. No nonpublic schools serve the area. Many wage earners commute some twenty-five miles to basically unskilled jobs.

The average education of parents in the school district is eleven plus years. Perhaps for this reason parents have felt reticent about becoming very involved in the academic programs of the school. Most parents approach the school in a very passive manner, neither volunteering to help in classrooms or raising voices of criticism regarding academic programs.

Currently there are plans to add low income housing and at least one major trailer park in the school district. As plans stand now, these developments will increase the school enrollment about 25% over a two to three year period. Traditionally many of the students from the various townships came from small family farms. Now many of these farms are folding as parents seek other forms of employment in today's changing society. Township children now often live in trailer parks or low income housing.

MAJOR OBJECTIVES:

The major objectives of the project are threefold: 1) To improve the teaching of reading through the development of a multi-pronged approach; 2) To provide flexibility in school and classroom organization in order to foster independence and self-direction on the part of students; and, 3) To involve more parents in the ongoing goals of the school through volunteer efforts in the building and more academic involvement at home. In behavior terms the objectives of the project are as follows: 1) Design and implement instructional systems for (a) individualized instruction, (b) an open library, and (c) a variety of instructional and material approaches to reading instruction. 2) Conduct in-service education for the staff and parents to implement appropriate instructional approaches and improve parent support. 3) Assess both the cognitive and affective student gains resulting from instructional and organizational changes utilizing the ten goals of quality education (Educational Quality Assessment) as one reference point. 4) Improve the attitude of parents toward school by planning activities involving the parents that

Project Title: 3 R's – Raise Rural Reading	**State Project Number** 73006

MAJOR OBJECTIVES (Continued)

are aimed to improve their self concept and worth to the community and to the school. Initially these activities will be informational and educational. 5) Humanize the school program to make school a learning institution that is structured, that provides for a variety of student experiences, that utilizes the natural curiosity of students by providing stimulating learning materials, and that enables each student to develop a healthy self-image which makes him feel an integral part of today's society.

ACTIVITIES:

Project activities will commence with much in-service work during the summer conducted both at the school and at nearby colleges. Such topics as diagnosing reading problems, assessing student needs, developing oral language, making learning stations, analyzing and evaluation teaching, utilizing individualized materials, and understanding a new basal program will be undertaken in these sessions. During the school year, parents will be trained to help with instruction, slides and movies will be made to instruct parents in appropriate home activities, teachers will visit other schools more advanced in the direction Newport intends to go, the use of peer tutors will be implemented, behavioral objectives and subsequently criteria referenced examinations will be developed, learning stations and other individualized techniques will be utilized in most classrooms, and an open library will be instituted.

Each teacher will be trained to utilize at least these four approaches in the teaching of reading: 1) the language experience approach (not emphasized in intermediate grades), 2) several basal reading approaches, 3) individualized reading activities – especially through learning stations, and 4) independent classroom reading programs.

In service education of teachers will also emphasize how important feelings and attitudes of students are in the learning process and in the development of healthy self-images.

EVALUATION DESIGN:

Evaluation methodology basically will follow the pre-post study format. Students will undergo two kinds of such tests: achievement and attitude and self concept. The former measures progress in the cognitive domain, the latter changes in the affective domain. Teachers will be evaluated in the affective domain. In addition, students who test poorly in reading achievement will be further tested in an effort to diagnose the reasons for poor achievement. Also fifth graders will be evaluated utilizing the EQA Achievement, Stanford Reading Diagnosis, Piers-Harris Self-Concept Test, PDE Attitude Toward School and Self-Concept Test, and the Berger Attitude Test.

By the end of the first year of the project, it is expected that the faculty will have developed criteria reference examinations.

DISSEMINATION PLAN:

Results will be disseminated in several ways. The school's doors will be open to encourage visitations of teachers from other schools. Articles will be submitted to appropriate journals. Attempts are being made to have the school serve as a training institution for groups of college students training to teach. Shippensburg is considering such an idea. A booklet will also be published for dissemination to schools considering such a change. It will include a beginning section entitled "Preparing for Change" which will also include a section describing the program, with specific examples.

In addition, a strong effort will be made to communicate the project to the company through movies, slide shows, and pictures taken by students as part of their efforts with the language experience approach in reading. The slides and movies will be used to document the program to the parents and local community.

Date completed or revised: 5/23/73	**Completed by:** Alex M. Warren	**Phone:** 567-3118

Local Educational Agency	School District of the City of Erie, Pennsylvania	**State Project Number** 73007
Address:	1511 Peach Street, Erie, Pennsylvania 16501	
Project Director	Mr. Clarence Colvin	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Gridley Middle School Renewal Site

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
App.	7/1/73	6/30/74	42,000	1972	42,000
In. App.	7/1/74	6/30/75	17,598	1973	17,598
In. App.	7/1/75	6/30/76	8,799	1974	8,799
TOTAL			68,397		68,397

Proposed Termination Date June 30, 1976

Projected Funding Level for total project period 68,397

TARGET POPULATION:

Students in grades 5-8 in Spirit of Christ Parochial School - Catholic Diocese of Erie and students in grades 5-8 in Gridley Middle School Renewal Site and the professionals in those schools are the target population of this project. Projected enrollment in Spirit of Christ for the coming year (1974-75) is 160. All are white. Projected enrollment for Gridley Middle School Renewal Site for the coming year (1974-75) is 645, of which 83 percent are white and 17 percent are black. The socio-economic status of the families in both attendance areas is of lower, lower-middle and middle class composition.

There are 5 professionals assigned to Spirit of Christ Parochial School (1 administrator and 4 teachers). Gridley has 38 professionals (2 administrators, 1 project director, 32 teachers, 2 counselors, media-specialist) and twelve aides.

The community is located in Northwestern Pennsylvania on the shore of Lake Erie; it is urban with light and heavy industry, and it is also considered a summer tourist area because of the attraction of Presque Isle Peninsula. The community has a population of 130,000. It is surrounded by several suburban communities, and this Greater Erie Area has a population of approximately 200,000. The city school district has an enrollment of 19,835 students, with a total professional staff of 1,052 dispersed among 23 elementary schools, 5 junior highs, 4 high schools, and 1 Model Middle School (5-8). In addition, there are 24 non-public schools serving 11,212 students in grades K-12.

MAJOR OBJECTIVES:

The major objectives of the Middle School Renewal Site are:

1. The delivery to preadolescent and early adolescent children who impact the middle school of promising results of educational research and innovation in the area of middle school learning programs.
2. To improve the quality and effectiveness of pre-service and in-service education of professional personnel (both public and private) in individualization and personalization of learning, active learning, curricular balance, behavioral and humanistic curriculum design, diagnostic teaching and the middle school concept.
3. Establishment of the concept of Learning Houses to help the learner (child) define himself as an individual in terms of skills, abilities, interests, attitudes and values.
4. Establishment of a program based on the middle school concept within an existing junior high with existing staff and students to function as a prototype for the transition of the other four junior highs to the middle school concept.

Project Title: Gridley Middle School Renewal Site

State Project Number 73007

MAJOR OBJECTIVES: (Continued)

5. Establishment of guidelines for housing the middle school learning program in terms of building and exterior and interior.
6. To work cooperatively with area colleges and universities, the Pennsylvania Department of Instruction and the Erie community to strengthen the middle school movement.

ACTIVITIES:

Project activities for the coming year will be two-phase. Phase one is a one week summer workshop prior to the opening of school. This will enable the staff to prepare for the coming school year based on what was learned during the first year of the project.

Phase two will be the in-service of the staffs from the other four junior highs of the city. This in-service will be in the form of all day visitations to the Gridley Middle School Renewal Site. In addition to the formal visitation in-service, staffs from both parochial and public systems will be invited to visit the renewal site.

EVALUATION DESIGN:

Cognitive achievement measures will be employed using standardized tests in basic skill areas. Results will be compared with district, state, and national norms. The Stanford Achievement test has been given at the renewal site. The results are presently in process at the Child Study Department of the Erie School District. Parental conference days will be arranged so that parents of Gridley children may be appraised of individual achievement to date.

FINDINGS TO DATE:

Test scores are presently in process at the Child Study Department of the Erie School District. Transition problems involved in switching from a junior high to a middle school configuration are being recorded by the project director and forwarded to the administration. In this way, Gridley has functioned as a prototype for the transition of the entire system.

DISSEMINATION PLAN

A tape slide presentation has been prepared which covers the early planning at the summer workshop of 1973 to the actual implementation of the program during the 1973-74 school year. In addition, various newspaper articles have appeared in relation to the Gridley Project.

The staff and project director have also appeared on local television to explain the project. Working papers from Gridley will be distributed to the other buildings in the district to aid in the transition of the district to the middle school configuration. Liaison faculty representatives will aid the project director in working with the other four junior highs.

PROGRESS TOWARD ADOPTION:

The Erie School District is committed to a transition of the present 6-3-3 grade configuration to a 4-4-4 for the entire system. The middle 4 is a 5-8 middle school. The Gridley Middle School Renewal Site begins to export middle school concepts and practices to the present junior highs.

Date completed or revised: 5/1/74 **Completed by:** Mr. Clarence Colvin **Phone:** 490-453-3661

Local Educational Agency School District of the City of Allentown
Address: 31 South Penn St., Allentown, Pa. 18105
Project Director Dr. Desmond J. Nunan

State Project Number 73008

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Planning an Open Community School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	9/73	8/74	$25,000.00	1973	$25,000.00
Cont.	9/74	8/75	9,440	1974	9,440.00
Cont.	9/75	8/76	4,720.00	1975	4,720.00
TOTAL					

Proposed Termination Date August, 1976

Projected Funding Level for total project period $39,160.00

TARGET POPULATION:

Students attending school in the city of Allentown are the target population for this project. Public school enrollment is approximately 17,750 with a staff of approximately 950. Allentown has a population of 110,000. Manufacturing in the city includes machinery, tools, motor trucks, electrical appliances, electronic equipment, textiles and shoes. The area is economically stable. Minority enrollments in the schools are 4.8% Black and 4.0% Spanish surnamed.

MAJOR OBJECTIVES:

An urban renewal project now underway in the center city area of Allentown has cleared a large tract of land for a new elementary school. The school will have an open space plan and will also have facilities for community use. This project seeks to develop a coordinated program for the new facility and prepare a staff that will implement the program successfully.

We will develop and try out program procedures that will allow children to be more active in initiating and organizing their own learning activities.

We will provide teachers with opportunities to study the various aspects of open education, the assumptions upon which they are based and the pedagogical consequences of their use for pupils and teachers.

We will provide the means for administrators to develop specific plans for implementing an open school program and for coordinating school and community activities in a community school setting.

ACTIVITIES:

Pilot activities were initiated in the areas of science, math, art, music and the language arts involving over a thousand pupils. The science and math programs involved greater pupil participation in the learning activities and the use of manipulative materials; the art and music activities involved in the setting up of learning centers at several schools. The language arts activities included two practicing poets in a series of classes with seventh and tenth grade classes. A four week summer program involving twenty teachers will permit teachers to try out a variety of open classroom techniques in an experimental setting.

In-service activities have involved both public and non-public school teachers. Teachers in the science and math programs received extensive in-service sessions on open education at many of the elementary schools. A two week summer workshop in the language arts will be conducted by the supervisor of English. Consultants on open education have met with teacher groups and have held meetings for the public.

Project Title: Planning an Open Community School	**State Project Number** 73008

EVALUATION DESIGN:

Evaluation of the math and science activities, the two major areas of student involvement were carried out. Teachers involved in the DMP math program reported that it is one that provides a large measure of success for everyone. The children are extremely happy in this program which establishes a positive feeling for the successful study of mathematics. All the teachers report that the extra and different demands placed on them have been compensated for by the progress and good feeling for mathematics by the pupils. Teachers in the science program reported that they did less lecturing and that there was more dialogue among students, more students were involved in the activities and interest among students increased. The 502 pupils in the program answered a survey questionnaire; 352 liked the idea of being involved in the experiments, a small number indicated dislikes for various aspects of the program, 74% rated the program as excellent and 26% as fair, 99.4% felt the program should be continued, only 0.6% said it should not.

FINDINGS TO DATE:

A survey was conducted among the 335 elementary teachers in the district to find out their interest in participating in various open education activities, [illegible] expressed an interest in the summer school, 41 in the language arts workshop, 12 in taking course work and 115 in open concept teaching in general. This suggests a strong interest in open education on the part of teachers.

DISSEMINATION:

Some newspaper articles have appeared in the local press. More emphasis will be placed on dissemination, starting with the summer school program for 1974.

PROGRESS TOWARD ADOPTION:

Activities initiated by principals and teachers plus the results of the survey indicate that there is a strong and active interest in open education in the district.

Date completed or revised: 6/27/74	**Completed by:** Dr. Desmond J. Nunan	**Phone:** 215-435-7401

Local Educational Agency North Allegheny School District
Address: 200 Hillvue Lane, Pittsburgh, Pennsylvania 15237
Project Director Mr. James Hazen

State Project Number 73009

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Affective Education Through Experiential Learning

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/73	7/31/74	35,604	1973	35,604
Cont.	7/31/74	7/31/75	15,812	1974	15,812
TOTAL					

Proposed Termination Date 7/31/76

Projected Funding Level for total project period 59,322.00

TARGET POPULATION:

The North Allegheny School District encompasses four municipalities in the Northwest part of Allegheny County: Bradford Woods Borough, Marshall Township, Franklin Park Borough, and McCandless Township. The community is a suburban community located approximately 10 miles north of the city of Pittsburgh. The social economic status of the families in the attendance areas is primarily middle-class composition. The target population for the 1974-75 school year will be expanded from the original 270 9th and 10th graders identified as non-academic and unmotivated at Carson Intermediate High School, to include an additional 150 9th and 10th graders, and 120 11th and 12th graders. These 270 new students will also participate in an intensive group counseling program entitled LINK focusing on personal and career awareness, values clarification, and decision-making. Additionally, approximately 500 9th and 10th grade students, 500 11th and 12th grade students, and 50 nonpublic school students having teachers that are participating in the in-service training sessions, are included in the target population. Total enrollment for grades nine through twelve during the 1973-74 school year is approximately 3,000. The original 35 staff members (including 5 teachers from a nonpublic school) involved in on-going in-service training on affective teaching methods, has been expanded to 70 for the second year of the project.

MAJOR OBJECTIVES:

The major objective of this project is to provide ninth through twelfth grade students at North Allegheny Intermediate and High Schools with affective experiential learning in and outside the classroom. As a result of this project, the non-academic and unmotivated students will participate in an intensive group counseling program focused on personal and career awareness. In the classroom, these students will experience affective learning models, field trips and become involved with community resource personnel. More specifically, the objectives of the project are as follows:

1. Teachers and counselors participating in an in-service program in affective education will be able to utilize affective teaching processes in their lessons and counseling sessions.
2. Teachers and counselors participating in the in-service program will be able to distinguish the individuality of each student in the target population and develop an affective experiential program to meet the student's needs.
3. To provide students with the skills of decision-making, personal and career awareness, and flexibility in their schedule for on-the-job training.

ACTIVITIES:

The initial number of staff members participating in in-service experiences has expanded from 35 to approximately 70 with emphasis in values clarification, career awareness, and individualized instruction.

Project Title: Affective Education Through Experiential Learning	**State Project Number** 73009

ACTIVITIES: (Continued)

Volunteers from this populace will participate in additional in-service training on affective teaching techniques. The in-service sessions will be conducted prior to the beginning of the 1974-75 school year and will focus on the integration of affective teaching techniques with subject matter. Specifically, staff participants will experience indepth work in the "open classroom" concept, utilization of open space, and methods of conducting independent study and personalized instruction. Staff member participants from the 1974-74 project will be given the opportunity for continued skill development and feedback. Students participating in this project, both from the 1973-74 and 1974-75 school years, will be given the opportunity to continue to develop the skill of decision-making and problem-solving and to explore on-the-job work experiences and alternative paths to meeting traditional graduation requirements.

EVALUATION DESIGN:

The objectives of this program are written in behavioral terminology. A one-shot pre-post attitude survey is utilized to determine the amount of growth in student's perception of self and attitude toward school. The Project Director observes teachers affective teaching techniques in the classroom and analyzes through Interaction Analysis the communication patterns between the teacher and students. The grades, attendance, and teacher feedback on the participating students will be evaluated to determine the impact the project may have on these areas.

FINDINGS TO DATE:

The group counseling component of this project is entitled LINK. Students participating in this program experienced intra and inter personal skill building activities, values clarification exercises and career development. The results of pre-post attitude surveys indicates that the project has been successful in reaching the prescribed objectives for the students.

Statistically, there was perceived variance on the part of the participating students from "low average" to "above average" in terms of recognized abilities, interest, achievement, future planning, occupational awareness and counselor contact.

In-service training programs as part of this project were evaluated by participating teachers as being extremely beneficial. All teachers participating in the workshop indicated that their awareness and appreciation of student's needs were increased as a result of their attendance at the workshop.

DISSEMINATION PLANS:

A brochure has been prepared entitled "A Link To Your Future" which describes the project components. In addition, a booklet has been prepared which describes the group activities used by the counselors in the Link program. A special slide presentation has been developed which provides a pictorial synopsis of the program. Articles have appeared in the district newsletter and local newspapers.

Date completed or revised:	**Completed by:** Mr. James C. Manley	**Phone:** 412-366-2100

Local Educational Agency Lancaster Lebanon Intermediate Unit 13
Address: 1383 Arcadia Rd., Lancaster, Pa. 17601
Project Director Carolyn W. Ebel

State Project Number 73010

DEBE-849 (4/71)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Opportunities for Bilinguals

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/73	7/1/74	$50,000		$50,000.00
Cont.	7/1/74	7/1/75	25,000	1974	25,000.00
Cont.	7/1/75	7/1/76	12,500		12,500.00
TOTAL			$87,500		

Proposed Termination Date 7/1/76

Projected Funding Level for total project period $87,500.00

This project provides a developmental framework for a statewide model (prototype) program on English as a Second Language/Bilingual Education in rural areas having few non-English speaking children from 14 different language backgrounds. The focus of the program is to organize resources; informational, material and human, that will actively assist classroom teachers to better respond to educational needs of individual children. Instructional costs are born by districts combining efforts under an Intermediate Unit; developmental programs are supported by this funding under Title III.

In ESL/Bilingual, the student whose English is too low to enable him to function effectively with his age group is taken out of the classroom for special help. Continuity of instruction and objective means of planning the individual student's program are immediate and intermediate goals for this project. The program aims to achieve these goals by intensive ESL instruction to bring students up to their age groups in English structure and vocabulary, tutorial help in all subjects as needed, native language and individualized curricula centering on a student's interests, needs and abilities.

The initial funding year has resulted in the establishment of one main Center and two smaller satellite Centers to which students from several school districts are admitted for from one to three hours of instruction daily. Specialists in ESL/Bilingual have replaced untrained tutors to increase class size, reduce the number of teaching hours necessary and provide a better instructional program at a lower cost. In this program group instruction has been found to be more effective than individualized tutoring.

A Bilingual/ESL Materials Resource Library for state-wide use with over 2,000 books collected is in operation. Books go out on loan to anyone interested in knowing what is available in K-12 Bilingual/ESL Education. While materials presently are in Spanish and English, plans are to add other languages as materials become available and as the need arises. Curricula and testing in bilingual programs acorss the country are available. The Library houses an exceptionally large collection of books pertaining to methods of teaching English as a Second Language.

The instructional program has moved out of strictly ESL instruction toward a modified bilingual approach. First and second graders with some knowledge of English learn to read and write in their native language, Spanish, first and move into English within two months. As a result, these children have no further need for ESL instruction and are up to grade level in English while continuing their study of Spanish. In the second year of funding, the summer program will provide Spanish instruction for English children. The need for content area instruction in the student's native language has been recognized by the staff, especially at the junior-senior high level. A major emphasis has been on methods of teaching reading to children to whom English is a second language. A second focus has been on diagnostic testing.

The instructional component activities are based on research conducted by the State Education Department (Guidelines – Programs – Commonwealth Children – Dominant Language not English). Research on the program delves into three categories of concern to educators of bilingual children; developing the self image of the child, supporting cultural identity and preventing educational retardation.

Project Title: Educational Opportunities for Bilinguals

State Project Number 73010

POPULATION:

The variety of resources involved in this project are considerable. Fifteen teachers and aides are directly involved. In addition, 300 classroom teachers and 350 parents are participating in orientation, assessment and indirect developmental activities. Two hundred and twenty-five children are served by the instructional or testing program.

Date completed or revised: 1974 April 29,

Completed by: Carolyn W. Ebel

Phone: 717-354-8164

Local Educational Agency Allegheny Intermediate Unit
Address: Suite 1300 - Two Allegheny Center, Pittsburgh, Pennsylvania 15212
Project Director Dr. Therese T. Walter

State Project Number 73011

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Intensive In-Service Education for Teachers

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. Appr.	9/1/73	8/31/74	50,000.00	1973	50,000.00
Cont.	9/1/74	8/31/74	22,105.00	1974	22,105,00
TOTAL			72,105.00		72,105.00

Proposed Termination Date 8/31/76 **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Students, teachers, and administrators in Allegheny County are involved in this in-service training project. Nine districts are involved in the Open Education phase and seven districts are involved in the Schools Without Failure phase.

MAJOR OBJECTIVES:

The major objective of the Open Education phase of this project is to train teachers to provide for the individual learning needs and learning styles of children. The major objective of the Schools Without Failure component of the project is to train teachers to provide a success-oriented atmosphere in the classroom.

ACTIVITIES:

The Open Education component of this project will continue to provide experiences designed to help the staffs of the schools involved progress along the continum of openness. Since each of the districts involved has special needs and is at an individual point in the development of open ed implementation, the training team will tailor the experiences as much as possible to the individual staffs.

A teacher center will also be designed and developed. The center will provide a place for making materials, getting help, and sharing ideas.

The Schools Without Failure component of the program will continue with learning labs in which the principals and other leadership staff members develop a success-oriented philosophy and learn methods for applying that philosophy at their own schools. These leadership teams, in turn, carry the training to the teachers in their home schools. Seminars are conducted in home schools and the teachers then carry the program into classrooms where they conduct class meetings with students.

EVALUATION DESIGN:

Data for evaluation will be gathered from teachers and students. Each participating district will identify a control school and pre- and post-testing will be done in September, 1974 and March, 1975.

The following instruments for testing will be used:

1. Opinionnaire on Attitudes Toward Education for Teachers.
2. The Faces Inventory – Form R for children in grades 1 to 3.
3. School Sentiment Index for students in grades 4 to 6.

Project Title: Intensive In-Service Education for Teachers	**State Project Number** 73011

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

The following activities will be provided for the dissemination of information in regard to this project:

1. Progress is reported and made available to all districts in Allegheny County.
2. Non-participating districts are invited to visit project schools to observe the program.
3. The activities of the project are covered periodically in the Intermediate Unit Newsletter and in the In-Service Newsletter.
4. Individual districts are using the project for public relations coverage, for community information meetings, and for parent meetings.
5. An effort will be made to have articles about the project published in educational journals.
6. A brochure is available.
7. A slide description is available.

Date completed or revised: 12/74

Completed by: Dr. Therese Walter

Phone: 412-321-5700

Local Educational Agency	School District City of Scranton	**State Project Number**
Address:	425 N. Washington Avenue, Scranton, Penna. 18503	73012
Project Director	Marjorie L. O'Neil	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Staff-Program Development of West Scranton Middle School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/15/73	7/14/74	$40,000.00	1973	$40,000.00
TOTAL			$40,000.00		$40,000.00

Proposed Termination Date 7/14/76

Projected Funding Level for total project period $85,000.00

TARGET POPULATION:

65 staff members of the Scranton School District interested in teaching in the planned West Scranton Middle School, and who are currently involved at either the elementary or secondary level will be participants in this program.

The City of Scranton is urban with a population of 105,000. Its strategic location makes it the crossroad of the transportation network of Northeastern Pennsylvania.

The school district has an enrollment of 15,580 students with a total professional staff of 846 distributed among 26 elementary schools, 2 junior high schools and 3 senior high schools. In addition, there are non-public schools serving 3,879 students in the community.

MAJOR OBJECTIVES:

The project contains context, input, process and product which form a strategy for inducing evolutionary educational change. The product sought is a changed perception of professional roles on the part of the teaching staff. This will result in modification of educational activity in the middle school. By participating in this project, teachers will be able to:

(1) Conceptualize and translate into operation a multi-disciplinary humanistic approach to middle school operation.
(2) Understand and function in team teaching situations.
(3) Implement continuous progress education, individualized instruction, a guidance centered curriculum.
(4) Work with professional evaluators in securing reliable data, assessing it and modifying the middle school program as indicated by research.

ACTIVITIES:

The project will focus on getting teachers ready for change and providing them opportunities to make change. The real thrust will be to develop within staff the capacity for self-renewal needed to implement the middle school concept. The project will be carried out via a two-phase staff development program.

PHASE I involves a four-week workshop (Summer 1973) focusing on a multi-disciplinary humanistic and individualized approach to middle school operation. A model for individualized instruction for students of grades 6, 7, 8 will be created.

PHASE II involves sessions to be held in the Fall 1973 and Spring 1974. These will serve as a follow-up capability of PHASE I. These comprehensive sessions will feature on-site, in-school visits with teachers and pupils; and additional teacher workshops.

Opportunities will be provided for participants in this program to receive graduate credit at Marywood College, Scranton, Pennsylvania. Several staff members will serve two-week externships, teaching at selected middle schools. Staff will visit exemplary middle schools.

EVALUATIVE DESIGN:

A continuous monitoring and evaluation of the project will take place so that areas of need and concern can be defined – and if necessary, re-defined – and then dealt with through a purposeful inservice arrangement, tailor-made to meet the specific needs of the teacher-participants.

The evaluation – both internal and external – will be based upon changes on the part of the staff and on the academic and social growth of pupils. In this content, a number of hypotheses will be tested. Internal evaluations will consist of questionnaires and opinionnaires from parents, staff, pupils, interviews, and on-going evaluation by staff. External evaluation will be done by Marywood College, Educational Leadership Institute and the Pennsylvania Department of Education.

FINDINGS TO DATE:

Not applicable.

DISSEMINATION PLAN:

Dissemination of the project will be carried out by the administration and staff members of the Scranton School District involved in the staff development. Information about the project will be printed in the District's *Newsletter*. Written reports, brochures and abstracts will be developed. Local newspapers and TV will be utilized.

Video-tapes of teacher training activities will be made and will be available to the various Intermediate Units throughout Pennsylvania.

PROGRESS TOWARD ADOPTION:

The West Scranton Middle School is scheduled to open September 1974. Participants in this project will become faculty members of this open-space school.

Date completed or revised: 6/21/73 **Completed by:** Marjorie L. O'Neil **Phone:** (717) 961-2411

Local Educational Agency Meyersdale Area School District
Address: R.D. #3 Meyersdale, Pa. 15552
Project Director Samuel J. Romesberg, Jr.

State Project Number 73013

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open Concept – Continual Process

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/73	7/1/74	$25,000.00	1973	$25,000.00
Cont.	7/1/74	7/1/75	$14,000.00	1974	14,000.00
TOTAL			$39,000.00		$39,000.00

Proposed Termination Date 7/1/76

Projected Funding Level for total project period $50,000.00

TARGET POPULATION:

Students in grades K-6 of the Meyersdale Area School District are the target population of this project. Enrollment for the current year (1973-74) is 775 students, of which .01 percent are Oriental, .01 percent Negro and 99.1 are Caucasian, with the remainder of other ethnic origins. The social economic status of the families in the attendance area is middle to lower class.

There are currently 43 professional staff members assigned to the elementary schools including 40 classroom teachers, one nurse, one administrator and three special subject teachers.

The community is rural with some light industry and has a population of 7,700. The school district has an enrollment of 1578 with a total professional staff of 84 dispersed among 2 elementary schools and one Junior-Senior High School. A new elementary school has been constructed with occupancy taking place in May, 1974.

MAJOR OBJECTIVES:

a. The teacher will gain teaching experience in the open philosophy.
b. The teacher, through experience, class and consultants will transfer the concepts gained from these experiences to the program design and organizational plan for the new school.
c. New teachers and substitutes may be trained in our own school system following the format of the proposed program. This will be a continuing process.
d. The student, after being exposed to the open philosophy, team teaching, etc., will demonstrate a better attitude towards school and learning as measured by a pre-test and post-test (The Faces Inventory).
e. The student academic achievements in the new educational environment will be equal to, or greater than, those in the traditional educational situations (Iowa Test of Basic Skills).
f. The student will demonstrate the ability to use the Instructional Media Center for independent learning activities.
g. The student and teacher will learn to operate "hardware" and its related "software" in small groups or independent situation.
h. To establish a workable open concept school to serve as a model for school districts in this geographic area. At present there is no school of this type within a sixty-mile radius.

ACTIVITIES:

A one week intensive in-service workshop at Millersville State College for program design and development by elementary teachers. Training will take place at three different levels; (1) beginning elementary; (2) advanced elementary and; (3) Junior High School.

Project Title: Open Concept Training – Continual Process

State Project Number 73013

Consultants will work in the new open school with the classroom teachers. Secondary personnel will be released from their teaching duties whenever a consultant is available concerning their subject specialization. Six consultants will be available for a period of one week or a total of thirty school days. Consultive services have been solicited from state colleges in Pennsylvania and Maryland. Utilization will be made of the Division of Early Childhood Education, Bureau of General and Academic Education, to furnish us with a list of master teachers according to our need and their availability.

EVALUATION DESIGN:

The Millersville State College Educational Development Central Staff will assess the objectives of the project periodically to see if the goals stated are being met. Pre-tests and post-tests will be administered as stated under objectives. These test results will be kept on hand for inspection and used by other schools. Pennsylvania Department of Education, local school staff, and others that wish to use such results for research or evaluation. Members of schools that have successful open philosophy systems will be invited to assess the goals stated. This will be done in addition to the ESEA Title III evaluation.

FINDINGS TO DATE:

Objectives: a,b,c,f, and g are being met by this program as evaluated on May 6, 7, 1974. Objectives d and e have not been met due to the lateness of program approval. Objective h has not been due to the unavoidable delay in opening the new open concept school. This objective will be met by May 51, 1974. The teachers are doing much to adopt what they learned, the summer of 1973, on open concept in traditional elementary buildings.

DISSEMINATION PLAN:

It is planned that a brochure about the project for community and staff understanding will be developed and disseminated as it progresses. It is also planned that this information will also be made available to schools that wish to observe and study this Title III project. Pictures and newspaper articles are presently on file to aid in brochure composition.

PROGRESS TOWARD ADOPTION:

A total of thirty-one teachers are enrolled in training programs concerning open methods of teaching. Teachers, administrators and school board members seem to be educated toward the open method and are eager to continue developing this program in the open school.

Date completed or revised: 5/13/74 **Completed by:** Samuel J. Romesberg, Jr. **Phone:** 814-634-3371

Local Educational Agency Central Susquehanna Intermediate Unit
Address: P.O. Box 213, Lewisburg, Pennsylvania 17837
Project Director Dr. Patrick F. Toole

State Project Number 73014

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Identification of Preschool Handicapped Children

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7-1-73	6-30-74	7,700.00	1972-73	7,700.00
TOTAL					

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

The proposed program seeks to *identify* "high risk" preschool children in Columbia, Montour, and Northumberland counties. These are children who would likely become educational failures or special education pupils without the benefit of a preschool, early intervention program. It is estimated that there are 300 families with such children in the Central Susquehanna Intermediate Unit's five county region (a Title VI program is currently in operation in Union and Snyder Counties). These are families in which the parents and/or older siblings of prospective participants were or are special education pupils or, families with a child or children who score very low on tests of intellectual and social development when tested in preschool centers.

MAJOR OBJECTIVES:

The major objectives of the proposed program are improvement of methods of identifying and selecting preschool handicapped children with cognitive or linguistic deficits; developing a control group for evaluating the effectiveness of a treatment for this population; standardizing the identification process so that it can be generalized for use in other areas.

ACTIVITIES:

Program activities will include systematic inquiries directed toward updating of already identified children and families; expanding liaisons with other agencies concerned with such families; testing a sample of newly identified children in preschool centers and at home, utilizing the Boehm Test of Basic Concepts, as well as the Peabody and California tests. Such identification and testing will be preparatory to expanding the intensive language and cognitive teaching programs to the newly identified children in Columbia, Montour, and Northumberland Counties.

EVALUATION DESIGN:

Use of the Peabody and California test data will help to improve the identification and selection process as applied to "high risk" preschool children, and Boehm test data will be used for affirming or infirming the presence of "language of instruction" deficits. In addition, all stated objectives will be assessed for their achievement and how well they were accomplished as initially designed.

FINDINGS TO DATE:

Findings since 1971 in Union and Snyder Counties, based on the Title VI Pre-School Handicapped Program of the CSIU indicate that early identification of "high risk" youngsters can be accomplished in

Project Title:	Identification of Preschool Handicapped Children	**State Project Number** 73014

two ways: 1) by testing children in preschool centers; and 2) by identifying preschoolers with siblings or parents who are or were participants in special education classes.

DISSEMINATION PLAN:

Utilizing the CSIU's Division of Management Information Systems, the program's activities and results can be documented and disseminated verbally and visually, through information specialists and photographers who are available on a "need-to-use" basis. Dissemination throughout the CSIU's 17 school districts to school personnel and other "interested publics" is anticipated.

PROGRESS TOWARD ADOPTION:

Since 1971, the CSIU has successfully operated a Title VI Pre-School Handicapped Program in Union and Snyder Counties. Strategies and methodologies have been progressively improved, and evidence of need in Columbia, Montour, and Northumberland Counties now make it imperative to expand the program. This proposed Title III program would be *a first step* toward such expansion, i.e., the identification of "high risk" children in the three counties not currently served.

Date completed or revised:	Revised 7/10/73	**Completed by:**	Bruce Henderson	**Phone:**	(717) 524-4431

Local Educational Agency	Central Susquehanna Intermediate Unit #16	**State Project Number**
Address:	82 University Avenue, Lewisburg, Pa. 17837	73015 H
Project Director	Arthur Gatty, Director, Pa. Governor's School for the Arts	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Governor's School for Handicapped Students in the Arts

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/73	6/30/74	$25,000.00		$25,000.00
Cont.	7/1/74	6/30/75	$25,000.00		
TOTAL			$50,000		

Proposed Termination Date ____________________ **Projected Funding Level for total project period** ____________________

TARGET POPULATION:

About a dozen blind, deaf, mentally retarded or other handicapped students (whose artistic talent or creativity has not been maximally attended to) have been identified for involvement in this program. It is to these handicapped students' artistic development needs that this proposed ESEA Title III Project is addressed.

MAJOR OBJECTIVES:

1. To establish a better balance of educational opportunities in the arts.
   a) To provide an equitable opportunity to pupils throughout Pennsylvania for participation, with selection made on the basis of their own talent and interest, independent of any handicap they may have.
   b) To introduce new approaches to the study of the related arts with emphasis on both the common elements of several art fields and the unique attritutes of specific arts media.
   c) To employ a learning environment free of the time and space constraints of the usual school-scheduled program.
   d) To expand the opportunity for individual expression.
   e) To provide for the first time to children in Pennsylvania opportunities of a fine arts center for the development of artistic talent.
2. To improve student's understanding of the fine arts, singly and as an unified enity.
   a) To apply new concepts of instruction in the arts as developed in the related arts curriculum materials and as incorporated in the planning of the residency experience.
   b) To provide extensive development of talent through a program permitting all-day student commitment to the learning environment.
   c) To provide intensive development of talent through the instructional service of highly competent artists as well as teachers trained in the related arts concept.
   d) To provide novel or expended experience with non-verbal expression as an artistic cultural attribute.
3. To provide continuing development and extension of pupil opportunity through establishment of a state-oriented planning office to be established in cooperation with the Department of Education.
   a) To develop a prototype model for evaluation and subsequent development of a summer residency program (based on the activity in summer, 1973).

Project Title:	Governor's School for the Handicapped Students in the Arts	**State Project Number** 73015 H

b) Full-time, year-round attention to the extension of student opportunity in the arts with particular emphasis on the continuing involvement of artists and educators drawn throughout the state and the nation.

c) Preservation of a state-wide orientation in the development of related arts programs.

ACTIVITIES:

1. The total utilization of class and free time is determined by each student. The student and his advisor plan the student's daily schedule of classes, providing the student with the opportunity to pursue work in his major field and to explore other art areas. Classes are scheduled for approximately four hours daily, six days a week. The learning environment is free of time and space constraints and is not fragmented by bells and periods.
2. A guest artist series will expose the students to talented artists and performers in all the art areas. These activities will be scheduled throughout the summer program.
3. Students will be encouraged to participate in related arts activities, combining their talents with those of other students and with faculty members to explore new experiences in the arts.
4. A varied recreation program will be available to the students, including instruction in several areas.

EVALUATION DESIGN:

1. Pre and post assessments of attitudes and performance objectives.
2. School-year follow-up for assessment of performance accomplishment continuation.
3. On-site visits during the operation of the project in July and August.

FINDINGS TO DATE:

Assessments of the 1973 Summer Program indicate that gains have been made in self-concept, improvements in performance skills, and continuation of related artistic output.

DISSEMINATION PLANS:

Slide/Tape presentations, documentary films, photofeatures for regional, State, and national publications, and other activities consistent with the CSIU's dissemination plan, *SPREAD THE WORD**

Date completed or revised: 4/5/74	**Completed by:** Dr. John E. Lutz	**Phone:** 717-524-4431

Local Educational Agency Central Susquehanna Intermediate Unit
Address: Post Office Box 213, Lewisburg, Pa. 17837
Project Director Dennis R. Namey and Dr. Seon Cho, Co-Directors

State Project Number
73016

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: System for Information Retrieval of Educational Data

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	12/1/73	11/30/74	$45,000.00	1973-74	$45,000.00
Cont.	12/1/74	11/30/75	66,000.00	1974-75	
TOTAL			$120,000.00		

Proposed Termination Date 8/31/76

Projected Funding Level for total project period $164,000.00

TARGET POPULATION:

Although the proposed project will be developed within the Central Susquehanna Intermediate Unit and its constituent districts in concert with the Pennsylvania Department of Education, its target population is the entire Commonwealth Basic Education System.

MAJOR OBJECTIVES:

1. Design a data-based educational information system model based upon specified PDE-IU-Local District needs and requirements as determined by functional analyses of the "user-community" by staff assigned by the project directors.
2. Develop an operational data system which will facilitate systematic and easy acquisition, storage, management, analysis, and retrieval of the data collection.
3. Develop a data access technique to guard against illegitimate access to the data.
4. Develop a communication model as part of the data-based, multi-level, management information system which will include a device that can describe the internal data structure and accessing techniques to authorized users.
5. Develop and demonstrate a PDE/Central Susquehanna Intermediate Unit prototype linkage in order to refine, debug, and evaluate the effectiveness and efficiency of the proposed communication model.

ACTIVITIES:

Information needs and requirements will be reassessed for the PDE and field administrative units (I.U.'s, districts, state schools) by assigned staff advised by a Technical Advisory Committee representing the Basic Education Systems Council of the Commonwealth. From these examinations, an information flow model will be developed that will respond to field and state level administrative and decision-making needs and will be piloted, debugged, and validated for operational and economic feasibility.

File structures will be planned for five basic data modules: program, staff, student, facilities, and finance. During Year 1, only the program data module will be developed, piloted, validated, and installed. Anticipated is an orderly and controlled phase-in of the developed modules along with the phase-out of current practices.

Staff on both local and state levels will be trained in requisite procedures permitting interaction with the developed, installed, and continually updated data files, both within single data modules and, eventually, across several of the five basic modules.

Project Title: System for Information Retrieval of Educational Data

State Project Number 73016

EVALUATION DESIGN:

Product evaluation will concentrate on an assessment of project objectives since it will be designed to evaluate the anticipated results as described in the objectives. Procedural evaluation will assess how well the program is being implemented as originally conceived and designed. An evaluation of program side effects will assess unanticipated outcomes and reactions to specific program experiences.

FINDINGS TO DATE:

Data dictionary and information files have been developed and analyzed with pilot demonstration.

DISSEMINATION PLAN:

Facilities of both the Central Susquehanna Intermediate Unit and the PDE will be used to produce reports for newspapers, newsletters, meetings of PDE staff, Intermediate Unit Association staff, and Basic Education Systems Council staff, and professional organizational channels. Also planned is a multi-media slide-tape package for circulation throughout the Commonwealth.

Date completed or revised: 11/1/74

Completed by: Dennis R. Namey

Phone: 717-524-4431

Local Educational Agency Midwestern Intermediate Unit IV
Address: Maple Street, Grove City, Pa. 16127
Project Director Gary L. Miller

State Project Number 73017

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pilot: Elementary Faculty Self-Study

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/15/73	7/14/74	44,680.00	1973	$44,680.00
TOTAL				44,680.00		44,680.00

Proposed Termination Date 7/14/74

Projected Funding Level for total project period $44,680.00

TARGET POPULATION:

The Elementary Faculty Self-Study will be piloted in fifteen (15) school districts across the state and in one (1) laboratory school at Millersville State College. Pilot schools were selected representing a variance in location, size, and community socio-economic background. The number of participating elementary schools within each district also varies among the participating districts.

Each of the pilot districts have selected a local Steering Committee consisting of the following suggested make-up; one (1) project director, six (6) teachers, one (1) lay citizen, and one (1) high school student, a graduate of the district's elementary schools.

A State Steering Committee is available for the districts to use as consultants.

MAJOR OBJECTIVES:

The major project objective is for the Pennsylvania Department of Education to obtain feedback on the effectiveness of the revised guide for Faculty Self-Study in Elementary Schools. Feedback from pilot districts will include a copy of the revised guide with specific comments regarding items within the guide and general comments and suggestions from the project director concerning format of the guide and analysis of the general directions.

Secondary objectives of the project would include; (1) Intermediate Unit IV administering funds and monitoring the program according to project design, (2) pilot school districts to benefit from the recommendations of their elementary self-study.

ACTIVITIES:

Project activities will vary somewhat according to particular situations within the sixteen pilot districts; however, the following design will generally be applied. Following appointment of a project director the faculty will be oriented to the procedures of self-study and suggestions for conducting the study will be obtained from its members.

A Steering Committee composed of teachers, supervisors, administrators, Intermediate Unit representatives, board members, parents, students (7th to 12th graders who are products of this elementary program) and other community members will be selected. This committee should represent the variety of viewpoints which exist in the community and on the school staff. In addition, study committees will be formed. Committees for the study areas should include the staff members most directly affected, as well as teachers from all levels in the school and, if possible, interested parents.

Committee work will begin at a designated time. Each committee member should develop a sophistication in the assigned area. This can be accomplished through study of books and journal articles or more formal methods, such as course work, visitations to other schools or consultant assistance. Each committee member should work through the assigned section of the guide individually, marking each item according to the system suggested in the directions on the page.

Quarterly progress reports will be prepared and submitted to I.U. IV as per contract and in return funds will be dispersed according to project design for Steering Committees and consultants. Reports will include self-study progress and revised guide effectiveness feedback.

Final reports, including a copy of the elementary evaluation and the completed revised guide evaluation instrument, will be submitted to the P.D.E. by way of the Intermediate Unit IV.

EVALUATION DESIGN:

Plans for a continuous on-going evaluation are in effect. The basis of the design will include objective examination of the quarterly reports submitted to I.U. IV and the P.D.E. Quarterly reporting will enable progress to be checked by all involved institutions including the school district, I.U. IV, and the P.D.E. Additional feedback will be received through field monitoring by involved I.U. staff and periodic communication with consultants.

FINDINGS TO DATE:

Districts have established both local Steering and Study committees. I.U. IV has designed and distributed contracts and vouchers necessary for disbursement of project funds. Most districts have made initial contact with their available consultants.

DISSEMINATION PLAN:

Individual pilot districts will primarily be responsible for dissemination through their local media. Additional project exposure will be realized through appropriate releases by the P.D.E., R.I.S.E. and Intermediate Unit IV.

PROGRESS TOWARD ADOPTION:

The project has a one year funding source. Several of the participating districts have expressed desires to follow-up the self-study with a visiting evaluation team. This would be done at the expense of the individual districts.

Local Educational Agency	Educational Development Center	**State Project Number**
Address:	University of Pennsylvania, Phila., Pa. 19174	73018
Project Director	Dr. Richard A. Gibboney	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A School Self-Evaluation Model

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7-1-73	6-30-74	$46,000.00	1973	$46,000.00
Cont.	8-1-74	6-30-75	55,768.00	1974	55,768.00
TOTAL			$101,768.00		$101,768.00

Proposed Termination Date 6-30-75 **Projected Funding Level for total project period** ____________

TARGET POPULATION:

The immediate target population is the teachers, administrators, and students in the elementary schools of the Avon Grove School District and St. James Parochial School, Elkins Park, who are participating with and in the development and testing of a model for self-evaluation of school programs. The ultimate target population would be teachers, administrators and students from typical schools similar to those schools in which the model was developed and tested.

MAJOR OBJECTIVE:

The major objective of this project will be to develop and test a self-evaluation model which will be judged by the practitioners in the pilot schools to be of significant help to them in evaluating existing programs (or components of programs) under the constraints of field conditions in an effort to reach two goals: 1) to make qualitative improvements in the programs evaluated, and 2) to achieve greater responsiveness to the several constituencies of the school as appropriate from the evaluation activities undertaken (teachers, students, parents, the larger community, etc.).

ACTIVITIES:

Major activities include literature survey; identifying pilot school; selection of program components for self-evaluation; development of the rationale, instruments, and procedures for the self-evaluation model (including teacher and student questionnaires, a community survey, and video-taping); evaluation of the project; and dissemination of the model.

EVALUATION:

Project will be evaluated by its clients, the sponsoring agency, and outside experts as delineated in the proposal.

FINDINGS TO DATE:

Completion of the literature survey, pilot school identified, and faculty committees established. Reading and Math objectives with accompanying checklists, tests and report cards were compiled. Formal and informal evaluations of the first year's work were completed.

Project Title:	A School Self-Evaluation Model	State Project Number 73018

DISSEMINATION PLAN:

After field testing, the self-evaluation model will be published and distributed to IU's and school districts for their use as described in the proposal.

PROGRESS TOWARD ADOPTION:

Adoption by the School Board, administration and teachers of the pilot schools of the materials relating to the Reading and Math objectives including a new elementary school report card.

Date completed or revised: 12-74	Completed by: Dr. Richard A. Gibboney	Phone: 215-243-7911

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	21st St. South of the Parkway	73019
Project Director	Dr. Richard Hanusey	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Philadelphia Urban Education Network Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/73	8/14/74	60,000	1974	
TOTAL					

Proposed Termination Date 8/14/76

Projected Funding Level for total project period $156,000

TARGET POPULATION:

In Philadelphia Urban Education Network Project will operate in the Hunter School, an inner-city elementary school with 480 pupils in grades K through 5. Approximately 48% of the pupils are Spanish-surnamed, 42% are black, and the remaining 10% white. The socio-economic status of the families in the attendance area is predominantly of lower class composition. Sixty percent of the attending children come from families receiving Aid to Families with Dependent children.

There are twenty-one professional staff members assigned to the school including one full-time principal and twenty teachers. About ten paraprofessional aides and 15 student teachers will complement the professional staff.

The community is typical of the inner city, with a dense, ethnically mixed population. The Philadelphia School District enrolls 283,000 students with a teaching staff of 13,000.

MAJOR OBJECTIVES:

An outgrowth of the Effective Urban Teacher Conferences, Philadelphia's Urban Education Network Project aims chiefly to more fully humanize the educational process for children and teachers in its pilot urban school. Through sharing ideas and experiences, the project will:

a. enable current teachers to better evaluate their classroom problems and to arrive at possible solutions;
b. provide more effective ways of training students teachers for service in urban schools;
c. help current teachers to better utilize student teachers; and
d. assist all classroom staff through a team approach to become more sensitive to the emotional as well as educational needs of their children.

Program objectives for Year One – In the first year of operation, the project will meet the following specific objectives:

a. to conduct a series of staff sessions in which teachers will explore particular needs and specify the elements of the teacher-student teacher sessions;
b. to establish an orientation program for the purpose of 1) fostering positive working relationships between teacher and student teacher; and 2) familiarizing teachers and student teachers with the Hunter School community;
c. to set up teams and task forces in weekly staff development sessions which will: 1) analyze and deal in new ways with problems of individual pupils and of the whole school, and 2) explore new possibilities of classroom management, instructional materials, and teaching approaches;
d. to effect positive attitudinal changes in teachers and student teachers regarding urban pupils and the prospects of improving their performance;

Project Title: Philadelphia Urban Education Network Project

State Project Number 73019

e. to maintain an on-going evaluative program which will provide a thorough historical record and supply constant feedback for project improvement; and

f. to disseminate information about the project to interested persons in the city, state, region and nation.

ACTIVITIES:

A pre-service conference in August 1973 will involve Hunter School Staff in designing a comprehensive approach to training prospective teachers. These sessions will also stimulate current staff to rethink and build upon their own approaches to urban teaching.

Fall staff sessions will continue the planning begun in August. Task groups will design workshops to be held during the student teachers' term at the school.

Fall activities will also include the careful selection of student teachers from nearby colleges and universities. Every effort will be made to find students who are genuinely interested in inner city teaching. A thorough explanation of the project goals and activities will be given each student teacher before acceptance. The staff of the colleges and universities supplying the student teachers will also be involved continuously.

In January, 1974 all teachers, student teachers, aides and the principal will participate in an intensive workshop.

Using task-oriented activities, the current staff and student teachers will work through any frustrations, inhibitions, misunderstandings and other factors which may be present and which represent real or potential barriers to effective communications within the school and in the individual classroom itself. It is anticipated that during the completion of such tasks, the conference participants will exhibit certain kinds of concerns and attitudes which will be confronted and dealt with in a constructive manner. At the close of the conference, current teachers will be matched with student teachers based on 1) suitability demonstrated during the session; and 2) matching of questionnaires administered during the conference which will reflect participants' philosophical and stylistic preferences.

A community orientation component will run throughout the term. During spring term the facilitator will convene meetings on a once or twice a week basis to provide continuous reinforcement and feedback to the functioning teams as they proceed to explore alternative educational approaches in the classroom. The teams will be able to share their successes and failures at these sessions and arrange for mutual class observations as deemed helpful.

In the last month of the term, the participants will evaluate the effectiveness of all phases of the staff development and training program, and modify it for the following term. The experience of this first full-scale effort will be utilized in the next program year.

EVALUATION DESIGN:

Evaluation in Year One will focus on the *process* of establishing the project. Subsequent evaluations will be behaviorally oriented.

DISSEMINATION:

Dissemination will concentrate on the local community, and other Urban Network Projects. Limited visitation will be available.

Date completed or revised: 8-14-73 **Completed by:** John Geronimo **Phone:** RE 9-5790

Local Educational Agency Chester Upland School District
Address: Melrose Avenue at 18th Street, Chester, Pa. 19013
Project Director Mr. Cyrus B. Krall, Assistant Superintendent

State Project Number 73020

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Humanizing School Programs Through In-Service

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/73	6/30/74	$32,000	1973	$32,000
	8/15/74	8/1/75		1974	22,000
	8/15/75	6/30/76		1975	14,000
TOTAL					

Proposed Termination Date 6/30/76 **Projected Funding Level for total project period** $68,000

TARGET POPULATION:

Students in grades K–5, including a bilingual class, in the Larkin School of the Chester Upland School District, are the target school of this project. Enrollment for the past year (1973–74) was 346 pupils, of which 248 were black, 59 Spanish-speaking, and 35 white. The socio-economic status of the families in this attendance area is primarily lower and lower-middle class.

There have been 17 full-time professional staff members, including a full-time principal, 9 part-time professionals, and 11 paraprofessionals assigned to the school.

The school community is in the path of urban renewal. This has helped to make the pupil population more transient. It is also providing housing for a growing number of Spanish-speaking families.

MAJOR OBJECTIVES:

The major objective of the project is to humanize the program of education in the Larkin School so that pupils, parents, and teachers will feel and know that each one is a human being.

The specific objectives of the project are as follows:

1. To provide in-service training in humanizing and affective behavior for the staff.
2. To provide communication, training, and dissemination of the humanizing program to the parents and homes via small-group meetings.
3. To improve and extend the bilingual program operating in the school.
4. To individualize the instructional program for the pupils in the school.
5. To inculcate a positive self-concept and a postive thrust in the affective domain.
6. To develop competencies for pupils to manage their own learning and growth.

ACTIVITIES:

The initial thrust of in-service training for teachers and staff is continuing into the second school year. A second thrust for gaining the active support of parents and community for the project is developing nicely. Another fiesta is being planned, similar to the very successful one held last year.

The bilingual classes have been separated into separate classrooms. The curriculum is being enriched. Spanish is being taught to the English-speaking children, and suggestions made by the State evaluating committee are being incorporated into the program.

The instructional program is more and more being individualized by using various audio-visual programs and materials. Pupils' strengths and weaknesses are being assessed and instructional materials prescribed. These individualized activities aim to develop those skills and competencies that will enable a pupil to manage his own learning, and thus make him more independent and self-reliant. A better self-image is becoming evident in these pupils, especially the Spanish-speaking.

Project Title: Humanizing School Programs Through In-Service	**State Project Number** 73020

EVALUATION DESIGN AND FINDINGS TO DATE:

The academic achievement of the program was assessed both by cognitive and affective measures. The Stanford Diagnostic Reading Test was used in third grade to carefully assess the reading skills of these pupils, and the effectiveness of the primary reading program. The Iowa Tests of Basic Skills with item analysis has also been used in grades three and four to provide the basis for prescribing educational programs. The Metropolitan Readiness Test is being used in kindergarten and first grade. These test results are showing that Larkin School no longer ranks as the lowest school and that pupils are now making normal progress.

The guidance counselor has been using the Happy Faces inventory to measure the affective domain. Other affective devices are bing secured to measure this area more fully.

The subjective assessment by the teachers and other school personnel indicates that the attitudes of pupils is improving, that pupils are making normal progress, and that the humanizing program is moving ahead.

DISSEMINATION PLAN:

The Spanish fiesta served as an excellent media for public relations. A video tape was made of this event. The parent council meetings have been well attended and were a good means to dissemminate information to the parents and vice versa. Widener College and the Cheyney-West Educational Development Center have been assisting with the dissemination. School personnel have been attending the Network Schools meetings and providing reports on the project. The bilingual program is being extended to the middle school.

PROGRESS TOWARD ADOPTION:

Most of the staff are very enthusiastic about the program. Two of the teachers who have not been sympathetic are no longer on the staff. The addition of two bilingual staff members and two additional aides have greatly increased the effectiveness of the individualization and humanizing. The recommendations of the evaluating team are being adopted.

Date completed or revised: 9/20/74	**Completed by:** Cyrus B. Krall, Asst. Supt.	**Phone:** 215–TR4–2454

Local Educational Agency	School District of the City of Erie, Pa.	**State Project Number**
Address:	1511 Peach Street, Erie, Pa. 16501	
Project Director	Elliott LeFaiver	73021

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Erie Urban Network School Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Comp.	8/15/73	8/14/74	43,000.00	1973	$43,000.00
In. App.	8/15/74	8/14/75	30,517.00	1974	30,517.00
Cont.	8/15/75	8/14/76	9,008.50	1975	9,008.50
TOTAL					

Proposed Termination Date 6/30/76

Projected Funding Level for total project period $82,525.50

TARGET POPULATION:

Students in grades K–4 in Burton Elementary School, students in grades 1–8 in Mt. Calvary Parochial School (Catholic Diocese of Erie) (two original 73–74 schools), students in grades K–6 in Jones Elementary School, students in grades K–6 in Penn Elementtary School (two 74–75 expansion schools), and the professionals and aides in those schools are the target population of this project. Projected enrollment and black-white percentages of these schools for the 1974–75 school year are as follows:

Burton – 600 students, 53% white, 47% black;
Mt. Calvary – 200 students, 95% white, 5% black;
Jones – 270 students, 78% white, 22% black;
Penn – 240 students, 85% white, 15% black.

There are 13 professionals and 3 aides assigned to Mt. Calvary, while Burton has 28 professionals and 7 aides. Jones school has 15 profesionals and 5 aides; Penn has 15 professionals and 5 aides.

The community is located in Northwestern Pennsylvania on the shore of Lake Erie; it is urban with light and heavy industry, and it is also considered a summer tourist area because of the attraction of Presque Isle Penninsula. The community has a population of 130,000. It is surrounded by several suburban communities, and this Greater Erie Area has a population of approximately 200,000. The School District of the City of Erie has an enrollment of 19,269 students, with a total professional staff of 1,052 dispersed among 22 elementary schools, 5 junior highs, 4 senior highs, and 1 Model Middle School (5–8). In addition, there are 24 non-public schools serving 10,245 students in grades K–12.

MAJOR OBJECTIVES:

The major objectives of the Erie Urban Network School Project are:

1. To develop humanistic approaches to teaching.
2. To view each child as an individual with different needs and abilities to learn.
3. To acquaint teachers with current and relevant educational studies and techniques.
4. To implement and perpetuate change in classroom procedures and instructional techniques based upon educational research and innovations.
5. To acquaint teachers with the three principal domains of man – the cognitive, the affective, and the psycholmotor
6. To develop in teachers the ability to prescribe a learning approach that will be individualized.
7. To assist teacher competency in encouraging creativity and positive attitudes in children.
8. To develop in teachers skills in diagnostic techniques to identify individual student problems.

Project Title: Erie Urban Network School Project

State Project Number 73021

9. To develop in the teacher the ability to identify and then implement remedial techniques to reduce the learning disabilities of exceptional children.
10. To develop differentiated staffing patterns utilizing college student aides, pre-teachers, parents, and other community representatives by which they will become aware of the personal and educational needs of the child.

ACTIVITIES:

Second year activities for the project will be multi-faceted, following the recommendations of the first year evaluators that the program be expanded to other schools.

The two original school staffs – Burton (K–4) and Mt. Calvary (1–8) – will undergo a "follow-up" 20 hour inservice program. This inservice time will strengthen the first year program activities, and will focus on the improving of school-home relations, the humanistic program, and the individualizing of the instructional program. The 5–8 grade teachers at Mt. Calvary will be offered inservice topics more suitable to their needs.

The faculties of the 2 expansion schools – Penn (K–6) and Jones (K–6) – will participate in a 41-hour inservice program designed to meet the needs of the respective schools in the developing of a humanistic and individualistic program. The inservice program will focus on three areas: The School Community, the Learning Program, and the Learning Materials.

The teachers of the project schools will engage in a massive home-visitation program designed to increase the interest of the parents in the school, the educational program, and as volunteer tutors.

The project will enlist pre-teachers, college student aides, parents and other community representatives to participate in and experience urban school activities. A building advisory group will be established to be part of the project.

The project will further allow students to select an interest area which might be pursued through various mini courses. These will aid in providing a learning program which focuses on concrete experiences and the manipulation of materials.

EVALUATION DESIGN:

Evaluation of the inservice program by the teachers and aides will occur through the use of a general attitudinal measure. The effectiveness of the program as seen in the children will be assessed through use of cognitive achievement measures (Standord Achievement Test) in basic skills areas, attitudinal measures and attendance patterns on the affective perception of the students in the target schools. Parent evaluation of the program will occur through conferences and interviews.

FINDINGS TO DATE:

Achivement tests results and attendance comparisons of the program will be available in September, 1974. Attude test results comparing first year student participants will be availalbe following testing in November, 19 1974.

DISSEMINATION PLAN:

First year program findings, materials explaining program activities, and tape-slide presentation reviewing the first year of the program will be available for dissemination through R.I.S.E. by September, 1974. Local dissemination will occur through the use of the press, radio, TV, and parent and teacher newsletters.

PROGRESS TOWARD ADOPTION:

This is a second year continuation project. The Erie School District, following review of the first year evaluation, has expanded the program to two additional inner-city schools.

Date completed or revised: 12/74 **Completed by:** Mr. Elliott N. LeFaiver **Phone:** 814–453–3661

Local Educational Agency Harrisburg School District
Address: 1201 N. 6th Street
Project Director Benjamin F. Turner

State Project Number 73022

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Harrisburg Urban Teacher Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date ________________ **Projected Funding Level for total project period** ________________

This proposal addresses itself to the development of a comprehensive education plan directed to the concerns and needs of urban school children. A high degree of focus is placed upon (1) staff development, (2) curriculum reform and refinement, and (3) the marshalling of community supportive services.

Staff development will take place at the local school level and involve the entire staff of the school. Teachers, Administrators and paraprofessionals will share responsibility for the process of the school's development. They will analyze, diagnose and evaluate student characteristics, strengths, and weaknesses and learning styles. They will decide on teaching strategies, learning tasks, and instructional materials that respond effectively to learning needs. They will seek out the new approaches to education and find ways to exert a positive influence upon the learning process of the urban student. They will learn how to use and appreciate the assistance of parents, citizens, university specialists, and community resource specialists.

Curriculum reform and refinement focuses upon designs for living, for learning, for working, for enjoying. These designs would combine life experiences and the environment of the urban student in relation to the demands of a highly technological and value conflicted society. These designs would center on the acquisition of realistic problem solving processes, the development of constructive self images, and the merits of differences and diversities among people. The guide posts for curriculum reform are in the translation of the Ten Basic Goals of Quality Education as promulgated by the Pennsylvania Department of Education 1965.

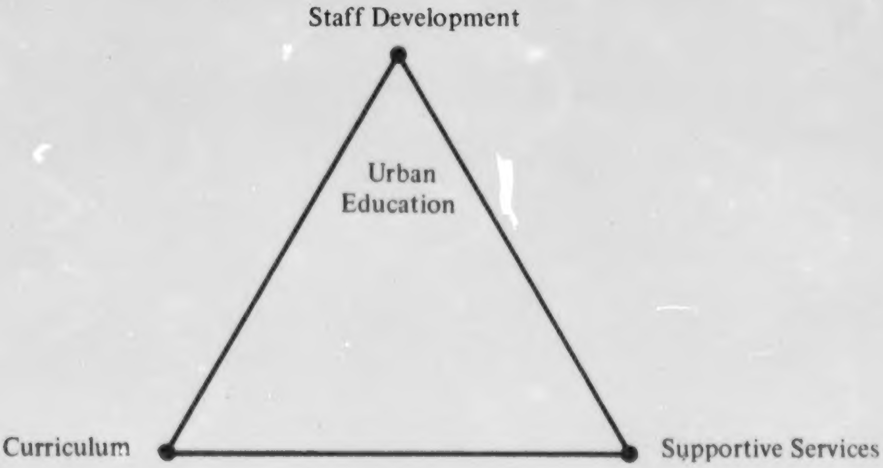
Community Supportive Services as presently practiced is a misnomer.

How do we marshall those resources designed to help the urban dweller deal with such problems as mental and physical health awareness, controlling the environment, maintaining clean air and water supplies, fighting problems of crime, drug addiction, child battery, and abuse.

How do we call into play those service components which make effective learning possible, namely, medical and dental assistance, nutritional services, social and psychological assistance, occupational and educational placement, drop out prevention. This third area completes the tripod of program focus.

Project Title: Harrisburg Urban Teacher Project

State Project Number 73022


Staff Development
Urban Education
Curriculum
Supportive Services

Date completed or revised: 9 /73

Completed by: Benjamin F. Turner

Phone: 234-6131

Local Educational Agency Montgomery County Intermediate Unit No. 23
Address: Colony Office Bldg., 6198 Butler Pike, Blue Bell, Pa.
Project Director Dr. Robert L. Kalapos

State Project Number 73023

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pennsylvania Resourses and Information Center for Special Education (PRISE)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/1/69	8/31/72	330,488.00	1969-1972	330,488.00
Cont.	9/1/72	8/31/73	115,000.00	1973	115,000.00
Cont.	9/1/73	8/31/74	100,000.00	1974	100,000.00
Cont.	9/1/74	8/31/75	115,000.00	1975	115,000.00
TOTAL					660,488.00

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

The primary need fulfilled by a project such as this is one of extricating ideas and findings inferred in the literature and getting it into the hands of those individuals who will use it. Twelve thousand five hundred professional and paraprofessional educators qualify as legitimate clients for services rendered through PRISE (Pennsylvania Resources and Information Center for Special Education).

MAJOR OBJECTIVES:

Information Services encompass five interrelated objectives founded on the central premise that the informed teacher is able to make better educational decisions.

(a) Initially, a flexible, comprehensive information base must be constructed incorporating sophisticated information retrieval techniques.
(b) Once these holdings do become available, they can be used as source from which special educators can request in-depth literature searches and information compilation.
(c) Since it is recognized that only a portion of potential clients will be able to avail themselves of this service, periodic dissemination of important professional considerations will be conducted on a local and statewide basis.
(d) In order to facilitate the movement of information, the equipment and skills must be acquired that are capable of providing the typography, printing, and large-scale mailing activities.
(e) Information requests concerning psychoeducational measurement will be completed by the evaluation staff of PRISE; additional responsibilities of this department will include research design, questionnaire and test construction, contributions to PRISE publications, evaluation consultation to federal and state projects.

ACTIVITIES:

While the project continues to develop its information holdings (journals, manuals, microfilm, microfiche, etc.) and dissemination activities, it serves as a vehicle, in collaboration with the Pennsylvania Education Regional Resources Centers, for the dissemination of information in special education.

The project uses its own typographic and printing equipment to produce most of its dissemination products. Telecopier facilities have been established and are in use between the State Regional Resource Centers, with the Eastern Montgomery County Regional Resources Center serving as the center of this network. Dissemination has been carried out through the publication of newsletters dealing with specific handicaps (Mentally Retarded, Visually Limited and Blind, Deaf and Hard-of-Hearing, Physically Handicapped, Speech Impaired, Learning Disabled, and Emotionally Disturbed).

Project Title: Penn. Resources & Information Ctr. for Spec. Education (PRISE)

State Project Number 73023

ACTIVITIES (Continued)

PRISE also offers program evaluation consultation services to individual clients and cooperating agencies.

EVALUATION DESIGN:

Questionnaires are included in the information packages sent to those individuals requesting literature searches. All PRISE services were covered in a year-end questionnaire which was sent to a random sample of PRISE clients. All questionnaires allow for open-ended comment as well as for forced choice response.

FINDINGS TO DATE:

The primary goal of acquiring comprehensive information holdings has been accomplished beyond budgeted responsibility. During the 1973-1974 year, in-depth literature searches have been conducted for 96 individuals and over 400 clients have requested information compilations of a briefer nature. Response to this mode of providing educators with a broader basis for making professional decisions has been extremely positive. Pertinent data and analyses for the past academic year can be found in the PRISE annual evaluation report available from RISE, the Pennsylvania Bureau of Special Education, and the Montgomery County Intermediate Unit Office. The analyses include (1) a tabulation of the PRISE services rendered by months for 1973-1974 (2) evaluation of information packages, and (3) tabulation of other questionnaire data.

DISSEMINATION PLAN:

Effective dissemination is accomplished through the provision of search and information services. Staff members have participated in conferences and presentations at the local, state, and national levels. The separate issues of the PRISE Reporter for the six exceptionality areas are included in the national SEIMC Network, George Washington University. Selected national and international clients receive requested issues of the PRISE Reporter.

PROGRESS TOWARD ADOPTION:

In the event of termination of federal funds, all present activities, holdings, and equipment will be absorbed by the established agencies, RRC (Regional Resources Center of Eastern Pennsylvania for Special Education) and NRRC/P (National Regional Resources Center of Pennsylvania). All aspects of this Title III-funded project will be maintained.

Date completed or revised: 12/74

Completed by: Kathleen S. Ewell, Susan Volk

Phone: 215-265-7321

Local Educational Agency	Appalachia I.U. 08, Dept. for Exceptional Children	**State Project Number**	73024-H
Address:	P.O. Box 57, Hollidaysburg, Pa. 16648		
Project Director	James M. McDonald, Director, Diag. & Consult. Serv.		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Articulation: Early Identification and Treatment

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	10/1/73	9/30/74	52,000		
TOTAL					

Proposed Termination Date 9/30/74

Projected Funding Level for total project period 52,000

TARGET POPULATION:

Kindergarten and first-grade children of Blair County and the southern portion of Cambria County who are not likely to develop mature articulation skills without assistance and the speech clinicians of Intermediate Unit No. 8 comprise the target populations of this project. In addition, a third grade group of approximately 800 children who have been tested annually since they entered first grade will be tested to complete longitudinal data which will provide a basis for early identification of at-risk children.

MAJOR OBJECTIVES:

This program is designed to include a demonstration project and a research project.

The objective of the demonstration project are to:

1. Train the staff of an Intermediate Unit to identify and manage effectively children at-risk for developing articulatory disorders.
2. Identify at kindergarten and/or first grade children who are not likely to develop mature articulatory skills without assistance.
3. Prevent habituation of immature articulatory patterns through early intervention employing techniques especially designed for modifying arrested or slowly developing articulatory behavior.

The objectives of the research project are to:

1. Determine the efficiency with which the screening procedures employed at kindergarten and first grade predict third grade articulatory development.
2. Evaluate the effectiveness of early intervention with at-risk children in preventing habituation of immature articulation problems.

ACTIVITIES:

Administer the SDTA (spontaneous and imitative) to and obtain samples of articulation in connected speech from kindergarten and first grade children at the beginning of the 1973-74 school term.

Identify children at-risk for delayed or defective articulatory development on the basis of SDTA spontaneous and imitative articulatory performances, analysts of the connected speech sample and for the first grade children, consideration of the amount of articulatory change between beginning kindergarten and beginning first grade.

Select about 50% of the at-risk kindergarten and first grade children for participation in an intervention program. The other 50% will constitute a control group.

Train speech clinicians of I.U. #8 to provide during the school year a program of sensory-motor articulation therapy for a selected group of the at-risk kindergarten and first grade children.

Retest all kindergarten and first grade children and analyze data to determine effectiveness of intervention at the end of the 1973-74 school year.

Project Title: Articulation: Early Identification and Treatment

State Project Number 73024-H

ACTIVITIES (Continued)

Analyze outcomes and prepare report and training materials for dissemination.

Continue this program through the 1974-75 and 1975-76 school years.

EVALUATION DESIGN:

Several procedures will be employed to evaluate the effectiveness of the project.

A. By following the control group (which will not receive therapy) from kindergarten or first grade into third grade the predictive efficiency of the procedures employed for early identification of at-risk children will be determined.

B. Using a pretest-posttest design with matched experimental (receive treatment) and control (no therapy) groups the effectiveness (articulatory change) of the intervention will be assessed.

C. A group of site visitors will be selected to observe the program and review materials and procedures near the end of the first year.

FINDINGS TO DATE:

Pilot studies suggest that several aspects of kindergarten articulation may be predictive of future articulatory development.

DISSEMINATION PLAN:

A written description of the project and its outcomes will be prepared for distribution to interested special education personnel. If evaluation demonstrates that the early identification and intervention procedures are effective, training materials such as a manual and video tapes of testing and treatment procedures will be prepared as a continuation of the project.

Date completed or revised: 4/74 **Completed by:** James M. McDonald **Phone:** 814-472-7690

Local Educational Agency Intermediate Unit #2 – Pittsburgh - Mt. Oliver*
Address: 141 S. Bellefield Ave., Pittsburgh, Pa. 15213
Project Director Dr. Ruth Lynn Scott

State Project Number 73025-H

*LEA Acting on behalf of itself and Intermediate Units 4, 5, 6, 7, 8, 27 and 28

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pennsylvania Accelerated School Success (II)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
NEW	8/1/73	8/1/74	165,000	1973	165,000
TOTAL					165,000

Proposed Termination Date 8/1/75 **Projected Funding Level for total project period** 165,000

TARGET POPULATION:

34,140 speech, fluency and language handicapped public school children in the state of Pennsylvania will receive direct services from this project. The students will be selected based upon their performance on program criteria tests in the areas of articulation, fluency and language disorders. All students will be from a population which is regularly assigned to 800 teachers. All teachers will be trained and certified in the use of special language and articulation programs and 10 per cent will be trained in the fluency programs which have been developed and tested over the past five years.

MAJOR OBJECTIVES:

The major objective is state wide implementation and local operation of new habilitative procedures. Other objectives include direct service to 34,140 speech, fluency or language handicapped school children; training and certification of 800 teachers to administer the programs; training and certification of teachers in each I.U. to train others so that they may become candidates for certification. All certified personnel are to be registered in the national directory and thus become an internal part of the national network of certified persons qualified to administer specialized programs in language, fluency and articulation.

ACTIVITIES:

The project services to participating Intermediate Units will be carried out over a four year period. During this period the different regions will be sequenced into an activity schedule that has 6 major divisions. They are: (1) intensive training workshops – approximately 72 for the project – to train professionals in the use of the materials, (2) meeting the requirements of certification for users and trainers to insure high quality control of program administration, (3) direct services to speech, fluency and language handicapped school children throughout the state, (4) data collection for monitoring teaching effectiveness and student progress, (5) analysis of results in terms of achievement of stated performance and behavioral objectives, (6) a turnkey operation to best control the operation of the project activities in the local educational administrative units.

EVALUATION DESIGN:

Teachers will turn in data and score sheets for each session for each student to project staff. This data will be stored and reduced via computer facilities. Two classifications of analysis will be made from the data. The first is the pre-post criterion test scores. These will be obtained for each student in individual performance target areas of either articulation, fluency or language. Analysis of these data and comparison of obtained results with stated norms of program operation will involve

Project Title:	Pennsylvania Accelerated School Success (PASS)	**State Project Number** 73025-H

EVALUATION DESIGN: (Continued)

approximately 600,000 discrete behavioral objectives. These two areas of evaluation will permit accurate statistical evaluation of the validity of the program administration procedures and the impact of the programmed training upon the target performance criterion of the students.

FINDINGS TO DATE:

Findings from research and development of the procedures can be found in the following publications: Gray, B., and Ryan, B., *Language Training Through Programmed Conditioning*, Research Press; Champaign, Illinois, 1973; Pygetakis, L., and Gray, B., Programmed Conditioning of Linguistic Competence, Behavior Res. and Ther., 158-163, 1970; Gray, B. and Pygetakis, L., The Development of Language as a Function of Programmed Mediated Language Acquisition for Dysphasic Children, Behavior Res. and Ther., 263-280, 168; Gray, B. Language Acquisition Through Programmed Conditioning, in R. Brodfeld (Ed) *Behavior Modification – The Human Effort*, Dimensions Press; San Rafael, California, 1970. Current findings to date cover 5 years of operation and 107,500 instructional hours of operation involving 4.2 million recorded responses.

In addition, a pilot project of this present project entitled "Modification of Children's Oral Language" ESEA Title III Project #71015 carried out in I.U. 16, 18, and 29 under the direction of Dr. James Bryden of Bloomsburg State College was designated as an exemplary project at both state and national levels.

DISSEMINATION PLAN:

Certified users and trainers resulting from this project will be able to make their services available to train and/or consult with other interested professionals throughout the state. Appropriate use will be made of professional and public media for communication of project activities.

PROGRESS TOWARD ADOPTION:

All participating Intermediate Units have agreed to consider adoption of project activities.

Date completed or revised: 12/73	**Completed by:** Dr. Ruth Lynn Scott	**Phone:** 412-682-1700

Local Educational Agency	Allegheny Intermediate Unit No. 3	**State Project Number**
Address:	Suite 1300, Two Allegheny Center	
Project Director	Mrs. Beverly A. School	73026

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Learning Disabilities Workshop for Administrators

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	12/1/73	6/1/74	$6025.00	1973	$6025.00
TOTAL					

Proposed Termination Date 6/1/74 **Projected Funding Level for total project period** $6025.00

TARGET POPULATION

Supervisors and principals in regular education who will be having direct contact with children exhibiting a wide variety of Learning Disabilities in the Allegheny Intermediate Unit boundaries are the target population of this project. The Exceptional Children's Program of the Allegheny Intermediate Unit will use its classes for Learning Disabilities for practicum experience for one day with the supervisors and principals. Speakers will be brought in to use as well as the staff from the Allegheny Intermediate Unit Exceptional Children's Program. Most pupils are caucasian. The socio-economic status of the school districts range from low to upper middle class. Non-public schools are not operating Learning Disability classes; however, as in all school systems, there is a small percentage of students who fall into the Learning Disability category. We are, therefore, offering this training program to the teachers in the non-public schools in the Catholic Dioceses of Pittsburgh. Three persons from each district having Learning Disabilities will be invited to participate. Approximately thirty districts will be involved. This will allow a maximum of 100 participants, including the non-public school teachers.

MAJOR OBJECTIVES:

The major objective of this project is to provide in-service training to administrators and supervisors who may have direct responsibility and contact with children exhibiting a wide variety of Learning Disabilities.

ACTIVITIES:

Simulation materials will be used to provide a greater degree of involvement for participants. Sessions will deal with theory, diagnostic procedure, learning materials, classroom organization, evaluation, and a practicum experience. The practicum experience will be conducted in classes operated by the Allegheny Intermediate Unit Exceptional Children's Program for Learning Disabled children. Materials will be presented and administrators will be taught how to adapt these materials to the needs of a Learning Disabled child. Classroom management and remediation will be stressed.

Five separate sessions will be held throughout the year. Each session will consist of one full day and will have a specific topic area to cover.

Session No. 1 will deal with theory and diagnostic procedure utilizing simulation. Two sessions will be operated utilizing two speakers in a training session on theory and diagnostic procedure. Possible speakers that could be contacted for this session are: Netti Bartel, Dr. Gerald Freeman, Dr. Naomi Zigmond, Dr. Elizabeth Scheide, Dr. Frierson.

Project Title: Learning Disabilities Workshop for Administrators	**State Project Number** 73026

Session No. 2 will deal with the materials used in Learning Disability classes, why they are used, and ho The main emphasis will be using current materials for remediation and writing prescriptions. Materials presently on the market will be adapted and demonstrations on how these will meet the needs of Learning Disabled children in remediation will be given. Possible speakers for this session are: Joyce Kofeldt, Doris Johnson.

Session No. 3 will deal with classroom organization and lesson plans. Adoption of the open classroom concept will be utilized in structuring the Learning Disability program.

Session No. 4 will be a practicum experience in which participants spend the day with Learning Disabled children. Administrators and supervisors will work one day as a helper with the Learning Disability classes.

Session No. 5 will deal with evaluation procedures for children's programs and the total classroom experience. Criteria for evaluating both children's programs and the teachers' programs will be stressed. Session No. 5 will utilize materials that have been disseminated during the workshop in maintaining a usable file of data, references, and techniques.

College and University experts in the field of learning disabilities will be utilized throughout the project. Their primary involvement will be to teach the above session theories outlined.

Learning Disabilities teachers will be involved as presenters in sessions two and three. They will review materials, classroom organization, etc.

In addition, Intermediate Unit staff will participate as needed. Primary involvement at this level will include learning disabilities supervisors.

A criteria will be developed to measure the stated objectives. This will be combined with simulated situations to evaluate the capabilities of participants to supervise and administer learning disabilities classes.

EVALUATION DESIGN:

Evaluation for children's programs and total classroom experience will be taught and procedure for implementation will be demonstrated for district personnel. Diagnostic testing and prescription writing will be utilized in the training sessions; thus, administrators will institute these in their own programs.

FINDINGS TO DATE:

In-service in the Allegheny Intermediate Unit geographical area has been limited to teacher in-service training. Administrators have positive attitudes toward the project because of its structure and scope and are interested in additional training.

DISSEMINATION PLAN:

Presentation of the program to interested educational groups will be considered as a possibility. Copies of materials used in the workshop can be used by other administrators.

PROGRESS TOWARD ADOPTION:

Local school districts are being encouraged to operate Learning Disability programs in their respective school districts. This workshop will be used as In-Service for helping them to implement this program.

Date completed or revised: 12/1/73	**Completed by:** Mrs. Beverly A School	**Phone:** 412-321-5700

Local Educational Agency Solanco School District
Address: R. D. No. 2, Box 24-A, Quarryville, Pa. 17566
Project Director Carl R. Beck, Adm. Assistant

State Project Number 73027

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open Education Teacher In-Service

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
ESEA III	6/17/74	6/30/75	40,750.00	1973	40,750.00
TOTAL			40,750.00		40,750.00

Proposed Termination Date 6/30/77 **Projected Funding Level for total project period** 75,489.00

TARGET POPULATION

The Solanco School District is a rural district located in Southern Lancaster County. The School District is comprised of 3495 students attending six K–5 elementary schools, two 6–8 junior high schools and one 9–12 senior high school. There are sixteen non-public schools within the school district, serving 579 students. These schools are operated by either the Amish or Mennonite churches. At this time neither the Amish or Mennonite wish to participate in federal programs. The largest population for this project will be public school children of our school district.

MAJOR OBJECTIVES:

The goal for this project is to give our teachers in-service training in the concepts of open education in an effort to change the traditional education patterns that exist within our classrooms. The major objectives for teachers are: (1) to identify ways to organize the classroom and give the advantages and disadvantages of conventional versus traditional instruction; (2) Identify various models for individualized instruction; (3) Select and develop criteria to evaluate the extent to which individualized instruction takes place; (4) Explain in his own words the basic philosophy of clarification as an approach to teaching values in relation to behavioral problems; (5) List all seven requirments which define a value and explain in his own words why each is necessary and how a value is different from a value indicator as explained in class discussion; (6) List seven of the ten value rich areas and explain their relationship to value clarification techniques; and (7) Develop a list of ways he can use the value strategies outlined in values and teaching and values clarification in his own classroom. The major objectives for the students are: (1) Shown an increase in school attendance; (2) Show a drop in disciplinary referrals; (3) Show an increased interest in school; and (4) Show a more positive response on the Rath scale as defined in "Rath's In Values in Teaching" book.

ACTIVITIES:

The activities for this project will consist of four phases – recruitment of staff, workshops, follow through projects and evaluation. The entire administrative staff of the school district will be involved in recruiting teachers. We anticipate the participation of about 55 teachers during the first year of this project. The workshop phase of the project will be conducted for two weeks in June of 1974. The workshop activities will include: (1) Personalizing the curriculum, open education-orientation and personalizing the workshop for teachers; (2) Values Clarification techniques and strategies; (3) Achievement and motivation techniques; (4) Designing learning centers, interest centers, activity cards, etc; (5) Gaming and simulation; and (6) Project development. The follow through phase of the project will consist of many projects developed by the teachers who participate in the workshops. These projects will be evaluated and funded for operation in the fall by a committee consisting of teachers, administrators and consultants. The evaluation

Project Title: Open Education Teacher In-Service	**State Project Number** 73027

phase will consist of evaluating teachers and administrators who participate in the two week training period. Also, the teachers, administrators, pupils and parents will participate in the evaluation conducted in September, December and June of the following school year.

EVALUATION DESIGN:

The basic evaluation approach will follow a modified discrepancy model as defined by Malcom Provus, 1971. The focus of the evaluation will be on changes in behavior and attitudes of teachers, administrators and students. The students will further be tested as to the effect of this approach to education on cognitive learning. The focus of parental evaluation will be on attitudes of the program, changes in children behavior as seen by the parents, etc. The instruments used in this evaluation phase are being designed by a staff of consultants from Temple University. The analysis of this data will also be performed by the consultants and funded through the project.

FINDINGS TO DATE:

In an effort to evaluate this approach to education, a pilot project was conducted in our school district for the past three years. The results of this project showed a net mean grade equivalent gain of 1.7 in reading and 2.4 in language. Fifty-three students were tested in reading and fifty-nine in language. The California Achievement Tests were used in this evaluation. This pilot project was run in cooperation with a consultant group from Temple University.

DISSEMINATION PLAN:

Public and parent meetings will be held in an effort to keep the parents and faculty fully informed of this program. An effort will be made to have local news releases which will tend to inform the general public of the community. We would plan to prepare articles for publication in our newsletter which is mailed to the homes of the school district. Other data will be provided to federal and state agencies upon request.

PROGRESS TOWARD ADOPTION:

The Board of Education of the Solanco School District has demonstrated their interest in this approach to education. The project activities are designed to facilitate a transition from Title III funding to local support by the end of the third year.

Date completed or revised: 1/14/74	**Completed by:** Carl R. Beck, Adm. Asst.	**Phone:** 717-786-2151

Local Educational Agency	Wellsboro Area School District	**State Project Number**
Address:	67 Nichols Street, Wellsboro, Pennsylvania 16901	
Project Director	Mr. David A. Poor	73028

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Instructional Materials From Local Resources

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	3/1/74	2/28/74	18,000.00	1974	18,000.00
TOTAL			18,000.00		18,000.00

Proposed Termination Date 2/28/77

Projected Funding Level for total project period 36,900.00

TARGET POPULATION:

Initially, students in grades 10, 11, and 12 of the Wellsboro Area Senior High School are the target population of this project. Senior High School enrollment for the current year (1973–1974) is 648 of which 99 percent are Caucasian, 1 percent are Negro or Oriental. Families are primarily lower and middle income.

The School District encompasses 294 square miles, is predominantly rural, and is not close to cities of any size. Students are relatively unsophisticated in spite of the effect of television and cars.

MAJOR OBJECTIVES:

As a result of instruction, students will:

1. Catalog local resources for instruction.
2. Perform background investigation into subjects to be recorded.
3. Plan the sequence of subjects or activities to be photographed, and organize supporting activities such as interviews, scheduling, appointments, and transportation.
4. Photograph or record subjects and events with sufficient competence so that results can be used in programs for students and the public.
5. Edit films, slides, and recordings to produce S–8mm film and 2 X 2 slide programs with and without sound.
6. Satisfactorily expose, process, and print black and white film.
7. Attain sufficient competence to teach other students the rudiments of photography.

An additional major objective is to establish a program of independent work for course credit, using the resources of this program.

ACTIVITIES:

Students will be involved initially in locating and interviewing local resource people for programs and locating early Americana by personal contacts and correspondence. They will catalog local resources for present and future film projects.

During the first summer, students will be instructed in photography – S–8mm, 35mm color and black and white – including developing and printing black and white film. Participating teachers will also be students. Activities will include instruction in planning, script writing, filming, editing, and program presentation.

During the regular 1974–1975 school term, with advice and supervision of the media specialist, librarian, and participating teachers, students will organize the activities for research, planning, filming,

Project Title: Instructional Materials From Local Resources	**State Project Number** 73028

editing, and presentation of S–8mm film and 2 X 2 slide programs as part of their regular course work. Students will also be given the opportunity to develop programs of their own choice and in their own style. The program will expand as students teach the rudiments of photography to other students.

Also during the 1974–1975 school year, the L.E.A. will try to establish a limited pilot program permitting students to do independent work for course credit, using the photographic resources of this project. This is contingent on designing appropriate guidelines and courses of study. It is also dependent on the qualifications and seriousness of intent of the students.

EVALUATION DESIGN:

Evaluation of student performance objectives will be based on the quality of materials produced plus staff evaluation of student performance of each stated objective. Establishment and continuation of a program of independent work for course credit will also be evidence of success.

FINDING TO DATE:

No data available at this time.

DISSEMINATION PLAN:

An audiovisual record will be made of project activities and copies placed in I.U. No. 17 I.M.S. and with the Pennsylvania Department of Education. Information will be made available locally through the local newspaper and radio station and through student programs presented to local civic organizations. Teachers in the L.E.A. will be informed at scheduled in-service programs.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Date completed or revised: 1/30/74	**Completed by:** David A. Poor	**Phone:** 717–724–3547

Local Educational Agency	Salisbury Township School District	**State Project Number**
Address:	500 East Montgomery Street, Allentown, Pennsylvania 18103	
Project Director	Dr. Daniel B. Knauer, Superintendent	73029

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Teacher Preparation for Open Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	5/1/74	4/30/75	28081.48		
Cont.	5/1/75	4/30/76	13583.01		
Cont.	5/1/76	4/30/77	6791.51		
TOTAL			48456.00		

Proposed Termination Date 4/30/77

Projected Funding Level for total project period 48456.00

TARGET POPULATION:

Pupils in grades 1, 2, 3, and 4 attending the Salisbury, Washington, and Western Salisbury elementary schools are the target population of this project. Enrollment for the 1973–1974 school year is 944 of which 9 are Negro, 1 is Oriental, and 5 are Spanish surnamed. The attendance area includes families of high as well as of middle and lower middle class socioeconomic status.

On the staff of the schools are 2 administrators, 45.6 professional people, 12 para-professionals, and 2 secretaries.

The township is largely residential with some businesses and small industries. The 3 elementary, 1 middle, and 2 secondary schools have a total pupil enrollment of 2722 and a professional staff of 142. Two non-public schools serve a total of 753 of which 247 are residents of the township.

MAJOR OBJECTIVES:

The general objective is to provide a learning environment where each individual pupil can develop a good self image, the ability to make decisions, and enthusiasm for learning, and the opportunity to achieve his highest potential to live successfully physically, mentally, socially, emotionally, and occupationally. Specific objectives of the program are as follows:

The teachers will be involved in team teaching, in the planning, construction, implementation, and operation of instructional activities.

Teachers will integrate materials of the subject areas for the purpose of instruction of pupils.

Teachers will identify the needs of the individual pupil and will provide appropriate learning experiences to meet those needs.

Each pupil will continuously progress from level to level in a nongraded program at a pace established by his ability and achievement.

Pupils will demonstrate the ability to work in large groups, small groups, and independently as required by the various learning situations.

Pupils will demonstrate the ability to practive self direction and self control.

Pupils will demonstrate the satisfaction and stimulation of success free from the frustration of failure.

The pupils will suceed in mastering the objectives established to meet the individual needs of each pupil.

Pupils will demonstrate the ability to make decisions which are appropriate for their age and maturity.

Pupils will demonstrate the ability to operate "hardware" and related "software" in small group and individual study situations.

ACTIVITIES:

Activities of the past included district workshop sessions at which consultants were Mrs. Connie Bond, New York State University at Oswego, 9/3/71; Mrs. Karen Fondessey, Resource Teacher, Prince George

Project Title: Teacher Preparation for Open Education	**State Project Number** 73029

County, Maryland, 9/3/71; Dr. Paul Daniels, Education Consultant for schools in Prince George County, Maryland, 2/4/72; Dr. Ruth Trauger, Kutztown State College, 10/16/72; Dr. Michael Montemori, West Chester State College, 11/20/72. February 20, 1973, visitation for all teachers at one of three schools to observe education in open space, team teaching, use of learning centers, and individualized instruction; 12 teachers, reading consultant, 2 administrators involved in 1973 Summer Happening with training sessions at Millersville State College June 25–29, planning sessions in the district July 2–6, teaching elementary summer school July 9–August 3, evaluating summer program August 6 and 7.

Activities planned for the future include 20 teachers, reading consultant, 3 administrators involved in 1974 Summer Happening with training sessions at Millersville State College June 24–28, planning sessions in the district July 1–5, teaching elementary summer school July 8 – August 2, evaluating summer program August 5 and 6; as many teachers as possible planning procedures and preparing materials for 1974–1975 school year August 19–23; twenty hours of workshop or inservice sessions where consultants and staff will work together to plan procedures and prepare materials to best meet the needs of each indiviual pupil and to discuss the progress of the open education program.

EVALUATION DESIGN:

To determine the effect of the project the evaluation procedure will include standardized test of basic skills the results of which will be compared to the results of the tests of previous years as well as to state and national norms; a faces test designed to evaluate the attitude of the pupils; an observation rating scale and self evaluation questionnaire intended to evaluate the attitude of the teachers and determine what, if any, change has taken place.

FINDINGS TO DATE:

At the completion of the 1973 summer session a faces test of 20 items was administered to the pupils the result of which was a mean of 4.04 with a weighting of 5 for the happiest face to 1 for the saddest face. The teachers completed the same test, the result of which was a mean of 4.24. Pupils and teachers have shown a more positive attitude toward school. There has been no comparison of the results of the tests of cognitive learning.

DISSEMINATION PLAN:

Information concerning the activities of the summer of 1973 has been published in the Salisbury Township Newsletter which is mailed to every resident. Slides of the summer activities were shown at a PTA meeting. Information accompanied by pictures will continue to be published in the Newsletter as well as through the newspapers. Radio and educational TV will carry the information to the public, and pictures and slides will be used during group discussions and at PTA or Citizens meetings. Interested persons will have the opportunity to visit and observe the program in operation as well as discuss it during a conference.

PROGRESS TOWARD ADOPTION:

Salisbury Township School District has supported programs similar to the project program and expects whenever possible to support programs that are of benefit to pupils and teachers. The district plans to provide in the second year the funds necessary to continue the program.

Date completed or revised: 2/11/74	**Completed by:** Dr. Daniel B. Knauer, Superintendent **Phone:** 797–2062

Local Educational Agency	Line Mountain School District	**State Project Number**
Address:	RD 1 Herndon, Pa. 17830	
Project Director	William Derrick, Program Coordinator	73030

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualizing the Mathematics Curriculum, K–12

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. Appr.	5/1/74	6/30/75	35,500		35,500
TOTAL			35,500		35,500

Proposed Termination Date 6/30/76

Projected Funding Level for total project period 72,000

TARGET POPULATION:

The target population for this project will be selected groups of pupils in each grade, K–12, in the Line Mountain School District and grades 9–12 of Lourdes Regional High School in Shamokin.

MAJOR OBJECTIVES:

The primary purpose of this proposal is to individualize instruction in a conventional classroom setting using existing organizational patterns and commercially-produced instructional materials. During the project instructional materials will be designed, field tested and implemented in selected classrooms. Essential to the success of the project will be the development of an instructional management system for dealing with several ability groups in one classroom. Included in the management system will be a record-keeping set of procedures that would be primarily dependent upon the pupil with the teacher maintaining essential supervisory responsibility.

ACTIVITIES:

The program will build on an already developed list of behavioral objectives for the elementary grades. The secondary teachers will extend this listing through grade 12. A summer workshop will include activities in sequencing behavioral objectives, selecting appropriate instructional materials, developing teaching approaches for pupils of varying ability levels, and preparing instructional units for implementation.

During the school year the participating teachers will use the prepared units in the classroom and continue to develop additional units.

EVALUATION DESIGN:

Evaluation will include a pre and post-test design using standardized achievement tests. Pupil progress will also be plotted in terms of mastery of the district's compilation of priority concepts. An assessment will also be made of student attitudes.

The staff will be evaluated in terms of implementing the sequence of diagnosing, prescribing, evaluating, and adapting instruction to pupil needs.

FINDINGS TO DATE:

An anlysis of standardized test results indicated that there is a weakness in the mathematics program. A district-wide committe was formed to study the findings. This group has recommended that the

Project Title: Individualizing the Mathematics Curriculum, K–12	**State Project Number** 73030

mathematics curriculum be reviewed to identify specific concepts to be mastered, that techniques be developed to insure mastery of these concepts, and that an evaluation system be devised to determine the degree of success of these efforts.

On the secondary level it has been found essential to establish a listing of minimum terminal objectives in mathematics, particularly for vocational-technical students.

DISSEMINATION PLAN:

A tape-slide program will be developed describing the project's highlights. A scheduled program of visitation and demonstration will be developed.

Date completed or revised: 3/26/74	**Completed by:** William Derrick	**Phone:** 717–758–6514

Local Educational Agency	Northern Tioga School District	**State Project Number**
Address:	301 West Main St., Elkland, Pennsylvania 16920	
Project Director	Ernest E. Sowards	73031

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Multi-Ability Level Trimester Curriculum

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/1/74	5/31/75	35,000	1974	35,000.00
TOTAL			35,000		35,000.00

Proposed Termination Date 5/31/77

Projected Funding Level for total project period 81,025

TARGET POPULATION:

Students in grades 7 through 12 of the Northern Tioga School District are the target population of this project. The Junior-Senior High School enrollment for the current year (1973–74) is 2,151 students of which 99% are caucasian and 1% are negro or oriental. The professional staff will consist of approximately seventeen (17) certified teachers, each working in their area of certification, one guidance counselor, one high school principal and five consultants, each in a different discipline. The consultants will be from the Rochester Area School District and the Bellefonte School District. All are considered experts in trimester scheduling.

MAJOR OBJECTIVES:

As a result of the need to make more efficient use of limited facilities and to plan for a year around school program which may be necessary in the near future, a planned program of curriculum revision will:

1. Permit students a choice of relevant, interesting and need satisfying twelve week courses in a trimester schedule.
2. Provide for greater breadth and depth of learning within each subject area and break away from the textbook centered approach.
3. Result in a more student centered approach in teaching methods.
4. Lower the dropout rate.

ACTIVITIES:

Teachers from grades 7–12 will be involved in a five day summer inservice program with a team of consultants from the Rochester Area School District and also Bellefonte Area School District. These consultants will be well acquainted with trimester scheduling and curriculum writing and will work with groups divided by disciplines.

During the following six weeks, the teacher will develop twelve week courses of the trimester schedule. That schedule will begin to be implemented during the 1975–76 school year to the extent possible. Meanwhile teachers will continue course development work and will be evaluating the success of those elements of trimester curriculum which are in process.

Project Title: Multi-Ability Level Trimester Curriculum	State Project Number 73031

EVALUATION:

For the most part teachers will be called upon to develop criteria for evaluation. The methods will include:

1. The critique of the new courses by students and community for applicability to their needs.
2. Surveys and questionnaires (pre and post) which will measure student, teacher and community attitudes and knowledge about the trimester curriculum and it's effects, and
3. An analysis of the dropout rate figures and the reasons for them and any changes.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Dissemination will be internal for the first year, limited primarily to local people through radio, local newspapers, slides, pictures, news letters, parents-teachers meetings, etc. The second and third years the project is in effect, we would have wider dissemination through newspapers, radio, Rise, our state department, civic organizations, Intermediate Unit 17. Visitation by teachers from other school districts will be welcome.

Date completed or revised: 6/14/74	Completed by: Ernest E. Sowards	Phone: 814–258–7118

Local Educational Agency McKeesport Area School District
Address: 402 Shaw Avenue, McKeesport, Pa. 15132
Project Director Dr. Velma B. Saire & Joseph W. Kissell – Fed. Coord.

State Project Number 73032

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Teacher Renewal Center

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/1/74	5/31/75	$40,000	1974	$40,000
TOTAL			$40,000		$40,000

Proposed Termination Date 5/31/77

Projected Funding Level for total project period $65,500

TARGET POPULATION:

Teachers of grades K–6 of the McKeesport Area School District and the non-public schools of the community are the primary target population of this project. In addition, a secondary population is comprised of day-care personnel, itinerant teachers, secondary teachers, and district administrators.

The school district, located in an industrial area, has sixteen elementary schools, two junior high schools a senior high school, and a comprehensive day-care program. There are five non-public elementary schools located in the district. The potential number of students to be served is: 4,702 elementary, 4,947 secondary, and 1,086 non-public.

MAJOR OBJECTIVES:

The general objective of the project is to provide more comprehensive and intensive support services for classroom teachers through the services of the Teacher Renewal Center. The center will:

1. Provide a setting where emphasis is on staff development through in-service training based on needs identified by individual teachers and building staffs.
2. Provide a setting which houses the staff, materials, and equipment to enable teachers to design and produce teacher-made materials for classroom instructional activities.
3. Provide technical assistance in the development of teaching materials and use of media.
4. Provide a staff who will assist in innovation, service, and support.
5. Permit the development of a permanent change mechanism; a procedure for insuring constant introspection, analysis, and action.
6. Serve as a viable attempt to reduce the time lag problem generally found between discovery, testing, and implementation of new ideas for the classroom.

ACTIVITIES:

The staff of the Teacher Renewal Center will assist individual teachers in meeting their own professional needs as well as those of their students through personal consultation; group seminars, workshops, and in-service courses.

The center will be open during the school day (available for teachers during released time) and several evenings a week (as the result of teacher requests for such service). In addition to support services the center will be a rich environment for the design and production of teacher-made materials. Displays, prototype materials, and idea source books will permit independent browsing and idea generation. Materials and supplies necessary for construction will be available to the teachers. Commercial materials, available for loan will be displayed.

Project Title: Teacher Renewal Center

State Project Number 73032

The most important element in determining the center's activities will be that it remian flexible to the needs continuously identified by teachers and the center's staff.

EVALUATION DESIGN:

Evaluation will be continuous as well as periodic in nature. Quantitative data will be collected regarding usage, personnel utilizing services, number of workshops and seminars conducted, in-service courses offered, and records pointing to specific resources and equipment most frequently used.

Qualitative data will be collected by way of feedback sheets, questionnaires, and opinionnaires concerning satisfaction with services, defining needs, requesting additional services, and evaluation of materials and equipment.

FINDINGS TO DATE:

During the 1973–74 school year the Teacher Renewal Center concept was implemented on a limited pilot basis. Teachers had strongly indicated a need for assistance with learning station techniques and creating materials for the stations. Feedback sheets were most positive: "The most worthwhile in-service I've been involved in". I'd like more opportunities like this". "An ideal way to exchange ideas", I've been hoping for such an opportunity for years." This in turn, has initiated requests from teachers for assistance in their classrooms and has helped form a closer, more positive relationship between teachers and supervisors.

DISSEMINATION PLAN:

Plans call for the development of brochures, posters, and reports. Video tapes and slide presentations will be produced.

On-going dissemination will be realized through the monthly Teacher Center News as well as the school district's staff newsletter.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Date completed or revised: 5/15/74

Completed by: Dr. Velma B. Saire

Phone: 412–672–9731

Local Educational Agency	Kiski Area School District	**State Project Number**
Address:	184 Sherman Avenue, Vandergrift, Pa., 15690	
Project Director	Mr. George N. Vagionis	73033

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A Naturalistic, Student Centered Communications Program (Grades 7–9)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	5/15/74	5/14/75	30,000.00		$30,000.00
TOTAL			30,000.00		$30,000.00

Proposed Termination Date 5/14/77

Projected Funding Level for total project period $151,022.00

TARGET POPULATION:

Students in grades 7, 8 and 9 of the Kiski Area School District attendance area, are the target population of this project. Enrollment in these grades for the current year (1973–74) is 1586 students, of which approximately 97.98 per cent are caucasian, 1.83 per cent are negro and .19 per cent are of other ethnic origins. The socioeconomic status of the families in the attendance area is primarily of middle class composition.

There are presently 11 English teachers in three Junior High Schools participating in the project, together with the English department chariman. In addition three English teachers from St. Gertrude School, located within the community, are also participating.

The school district, with the exception of Vandergrift and Avonmore, is primarily rural, encompassing approximately 136 square miles, and has an enrollment of 6656 students. The total professional staff consists of 311 dispersed among 17 elementary schools, 3 junior high schools, and one senior high school. St. Gertrude's, a parochial school, serves 194 students in grades 1–8.

MAJOR OBJECTIVES:

The primary objective of this project is to help students develop their communication skills through an activity-centered classroom environment. By frequently working in small groups, students will have constant opportunity for interaction and feedback to their communication activities.

A related objective is to help student acquire familiarity and facility in several media, including the aural and visual. Students should be able to improve in their ability to select the most effective medium to transmit their message to their intended audience. Conversely, students should be able to improve in their ability to comprehend and evaluate similar efforts by others.

In a number of ways, this project will atempt to adapt and implement the communication philosophy of James Moffette, language arts educator.

ACTIVITIES:

The project will use dozens of activities intended to achieve "whole communication" rather than a fragmentation of language. Activities will require students to write, speak, act, draw, photograph, and read – often combining two or more media as part of the whole communication attempt. Learning of basic skills such as grammatical structuring, spelling, capitalization, and punctuation will be integrated with each of these activities, as needed.

Students will usually be given a choice of activities after an initial familiarity with the activity-centered concept has been achieved.

Project Title: A Naturalistic, Student-Centered Communications Program (Grades 7–9)	**State Project Number** 73033

EVALUATION DESIGN:

Pre- and post-testing of communication skills in context will be developed during the summer of 1974 in consultation with the University of Pittsburgh.

Student files (including the use of audio cassettes for each student) will be used as a major part of the continuous evaluation.

FINDINGS TO DATE:

(No data available at this time.)

DISSEMINATION PLAN:

Initial dissemination will be achieved by three methods. First, a slide-lecture orientation program will be presented for parents, followed by a "hands-on" introduction to the materials and equipment used in the project. Second, periodic student presentations over cable television will be used to demonstrate student communication activities and results. Third, a periodic newsletter will be sent to parents and other interested individuals. The newsletter will be primarily student-produced, containing examples of student communication activities and results.

PROGRESS TOWARD ADOPTION:

(To be determined after the project has been in operation for a year.)

Date completed or revised: 5/13/74	**Completed by:** Eugene F. Iagnemma	**Phone:** (412) 845-8181

Local Educational Agency Midwestern Intermediate Unit IV
Address: Maple Street, Grove City, Pa. 16127
Project Director Angelo Pezzuolo

State Project Number 73034

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Data Processing

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Title III	6/01/74	5/30/75	36,500	1974	36,500.00
TOTAL			36,500.		36,500.00

Proposed Termination Date 5/30/75

Projected Funding Level for total project period $36,500.00

TARGET POPULATION:

This project will serve directly, and more indirectly through administration and pupil services, some 85,000 elementary and secondary school students residing in the twenty seven school districts of Midwestern Intermediate Unit IV.

The Area is composed of rural, semi-rural, suburban and urban communities with an increasing proportion of semi-rural and suburban developments.

MAJOR OBJECTIVES:

1. To operate a program to assist school districts in the development of computer and data processing awareness and to evaluate cost effectiveness of current use of computers and data processing equipment.
2. To use computers and related data processing equipment in census enumeration, attendance recording and reporting, guidance counseling and student scheduling.
3. To use computers in test scoring and analysis, student record keeping and grade reporting.
4. To use computers in all areas of administration and business management of schools.
5. To study the potential for computer-to computer information communicating among school districts, the intermediate unit and the state.
6. To study the potential for computer-assisted and computer-managed instruction of the schools within the intermediate unit.
7. To evaluate all objectives, activities and performances and provide periodic reports to the Intermediate Unit Council and Board.

All of which will be coordinated with Pennsylvania's State Plan for Educational Data Processing.

ACTIVITIES:

Major emphasis will center on the items listed below. Many activities will be combined in the systems analysis, design, priority evaluation, etc. which will all contribute in some fashion to the overall objectives set forth in this list.

1. Student instruction for all participating school districts.
2. Processing instructional support programs such as test-scoring, class scheduling, grade reporting, attendance, etc. A natural result of this action will be the development of data bases for students, staff, curriculum, facilities and finance.

Project Title: Educational Data Processing	**State Project Number** 73034

3. Providing in-service courses for teachers to develop curriculum materials and to understand the techniques essential to provide computerized student instruction.
4. Provide administrative services to all participating school districts.

EVALUATION DESIGN:

On-going local evaluations will be conducted by the project planning committee and by the Intermediate Unit Council of Superintendents. Initial objectives will be reviewed and progress reports will be prepared relating to the objectives. An evaluation team from the Pennsylvania Department of Education will make the annual on-site evaluation of the project.

DISSEMINATION:

State-wide dissemination and reporting to the USOE via Project RISE (Research and Information Services for Education). Local dissemination through periodic reports to council of superintendents, Intermediate Unit Board, visitations, area news media and the Intermediate Unit Newsletter.

Date completed or revised: 5/2/74	**Completed by:** Angelo Pezzuolo	**Phone:** 412-458-6700

Local Educational Agency	Punxsutawney Area School District.	State Project Number
Address:	P. O. Box 478, Punxsutawney, Pa. 15767	
Project Director	Andrew Daskivich	73035

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing A Flexible Mathematics Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/1/74	5/31/75	26,526.00	1974–75	26,526.00
Cont'd.	6/1/75	5/31/76	20,630.00	1975–76	20,630.00
TOTAL			47,156.00		47,156.00

Proposed Termination Date 5/31/76

Projected Funding Level for total project period 20,630.00

TARGET POPULATION:

The program's design encompasses participants from the elementary faculty of the Punxsutawney Area School District and the Saints Cosmas and Damian Parochial School. The expected enrollment for the inservice program will be 40 primary and intermediate teachers. In addition to the parochial school, all ten elementary schools within the district will be represented by faculty members participating in the project.

The target population is the elementary teachers participating in the innovative mathematics project. There are approximately 2,500 elementary pupils who may gain benefit by the involvement of their teachers in the project.

MAJOR OBJECTIVES:

The major objective of this project is to provide a program of inservice teacher training and consultant services designed to implement an innovative, flexible mathematics program. The specific objectives are:

1. To provide a two-week summer inservice program to 40 teachers designed to enable them to develop competencies in the use of innovative mathematics materials and concepts from a variety of tested innovative programs.
2. To provide monthly classroom visitations by college mathematics consultants during the 1975–76 school year in order to help individual teachers and small groups to maintain and increase their skills, and to facilitate implementation of the program.
3. To provide local elementary school mathematics teachers with leadership skills and sufficient assistance so that they may increasingly assume the responsibility for implementing, maintaining and extending the mathematics improvement program.
4. To enable the teachers to become increasingly more comfortable and self-confident about the integration of laboratory techniques into the mathematics curriculum.
5. To provide other area schools interested in the program opportunity to observe and analyze classroom instruction in the participating schools in order to provide them with a model for similar adoption.

ACTIVITIES:

A summer inservice program will be conducted for 40 elementary teachers. The inservice program will be divided between two groups of elementary teachers: the 15 elementary teachers new to the program will have a two week inservice program and the 25 elementary teachers who have participated in the initial program will have a one week program.

Project Title: Developing A Flexible Mathematics Program	**State Project Number** 73035

The two week summer program will begin with an overview and discussion of various mathematics pro
jects, after which the college staff, consultants and assistants, will show to integrate and coordinate the mat
ials with the district's adopted mathematics program.

During the second week, after the teachers have become familiar with the materials and objectives of t
projects, they will become actively involved in small and large group interactions; the role of the teacher an
student in the classroom; implementation of the mathematics activities, concepts and materials; and guideli
for evaluating pupil progress.

Also throughout the last week, the laboratory approach will be investigated and discussed. Teachers w
work with the materials and learn the same way the students learn. In this way, teachers will develop the
necessary skills, learn how to choose the appropriate materials for the task and the child. Many of these laboratory experiences will be implemented in the regular classrooms of the teachers in the 1975–76 school ye
during which time they will receive assistance and monthly consultant services from college staff.

The one week workshop for the experienced teachers will consist of discussions of the experiences encountered by the teachers during the 1974–75 school year; develop mathematical concepts at individual gr
levels; prepare for introduction of metrics into the mathematic curriculum. These participants will also rece
monthly visitations by the college staff.

EVALUATION DESIGN:

The evaluation design of this project will be accomplished by combining local evaluative procedures wi
those designed by the State Department of Education for all Title III programs. The local evaluative proced
will consist of attitudinal survey to both students and teachers. The teachers attitudinal survey will be given
a pre-post technique for the workshop. Students in designated grade levels will be given a pre-post survey to
determine if there is an attitudinal change toward mathematics after they are taught by the laboratory appro

FINDINGS TO DATE:

Data not available at this time.

DISSEMINATION PLAN:

Program activities will be incorporated in the regular school district channels. In addition, written repo
brochures, and/or abstracts will be developed with a specific target audience in mind. Local newspapers, rad
and TV will be utilized.

PROGRESS TOWARDS ADOPTION:

The workshop participants, with the help of consultants, are implementing the innovative mathematics
materials in their classrooms that are applicable to the district's program.

Date completed or revised: 4/11/75	**Completed by:** Andrew Daskivich	**Phone:** 814–938–5110

Local Educational Agency Bald Eagle Area School District
Address: Box 4, Wingate, Pa. 16880
Project Director Dr. Robert V. Igo

State Project Number
73036

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Environmental and Outdoors Studies Program

Funding:

Type	Period of Funding		Amount of New Gran.	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/9/74	6/30/75	20,000.00		20,000.00
TOTAL			20,000.00		20,000.00

Proposed Termination Date 6/30/77 **Projected Funding Level for total project period** 42 500

TARGET POPULATION:

The target population for this project are the approximately 3200 students, K–12, in the Bald Eagle Area School District. There are no non-Caucasians attending the Bald Eagle Area schools. The six elementary schools and one junior-senior high school are either low or middle socioeconomic status according to the Educational Quality Assessment classification.

MAJOR OBJECTIVES:

The general objectives of this project is to revise the existing science curriculum, K-12, in order to provide a coordinated science program that features investigation activities of environmental topics in an outdoor setting as well as in the classroom and to provide an outdoord studies area for art, science and lifetime recreation activities. The specific objectives are:

1. The development of an outdoor studies are on the site of the Bald Eagle Area high school for: (a) science/environment studies; (b) ore-related studies; (c) lifetime recreation activities.
2. The development of a coordinated, process-oriented science curriculum, K–12, that uses environmental topics as a unifying theme.
3. The development of instructiona objectives and activities that will utilize the outdoor studies area.

ACTIVITIES:

A development team of elementary and secondary science teachers, headed by an administrator, will revise the existing scope and sequence of instructional objectives and activities to prove a coordinated K–12 science program that emphasizes environmental education. The team will review existing environmental education programs for activities and materials suitable for incorporation into the revised program. If appropriate materials cannot be identified, new materials will be developed. The developmental work will be done during the summers for the duration of the project. Materials will be field tested in the classrooms participating teachers during the school year.

An outdoors studies area will be developed to provide facilities for activities related to the science program, art classes, and lifetime recreation.

An inservice program on environmental education will be available to both elementary and secondary teachers during the school year.

Project Title: Environmental and Outdoors Studies Program	**State Project Number** 73036

EVALUATION DESIGN:

An evaluation of the effectiveness of the proposed project for meeting the needs of our students cannot be made until the changes in the instructional program are fully implemented after completion of the project.

An indication of how students respond to the program changes will be obtained from field testing the instructional activities and materials.

Evaluation of the project will be based on how adequately the objectives of the project are met. The assumption is made that there will be a high correlation between attainment of the project objectives and the effectiveness of the resulting instructional program.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Dissemination to the staff will be through inservice programs, department meetings and grade level meetings. Newspaper article, the school bulletin and PTO meetings will provide local information regarding the project.

General dissemination will be conducted through the Pennsylvania Department of Education and RISE, to whom such materials and evaluations will be submitted.

PROGRESS TOWARD ADOPTION:

Not applicable at this time.

Date completed or revised: 5/24/74	**Completed by:** Dr. Robert V. Igo	**Phone:** (814) 355–4860

Local Educational Agency	Hollidaysburg Area School District	**State Project Number**
Address:	405 Allegheny Street, Hollidaysburg, Pa. 16648	
Project Director	Carol B.Stevens, Reading Specialist	73037

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Early Indentification and Prevention of Reading Failure

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	6/30/75	35,000	FY '74	$35,000
TOTAL			35,000		$35,000

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $66,061

TARGET POPULATION:

Students who will be entering first grade in the Hollidaysburg Area School District are the target population of this project. Of these 400 children, we expect that approximately 60–70 will become direct participants by virtue of their being identified as high-risk in terms of potential reading failure.

Caucasians comprise over 99% of our population, with the remaining 1% consisting of other ethnic origins. The socioeconomic status is generally low to lower-middle class. With a population of 25,000 the community is rural and semi-rural with a great deal of farming and some light industrial activity. The school district has a student population of 5,100 and a professional staff of 243 distributed among 8 elementary schools, 1 junior high school and 1 senior high school. Additionally 2 nonpublic schools serving grades 1–8 and 475 pupils are located within the attendance area.

MAJOR OBJECTIVES:

The overriding objective of this project is to enable those children who have been identified as potential reading failures disprove their expectancies by demonstrating an ability to read at their appropriate levels. Also, after vigorous workshop preparation, parents involved in the program will be able to provide instructional help in the home environment. Thus it will be demonstrated that parental involvement in the learning process facilitates cognitive gain in reading ability of high-risk children. Finally, it will be demonstrated that a transitional structure in which identified children can receive direct, specialized, reading instruction will significantly aid in the prevention of reading failure.

ACTIVITIES:

The identification process has already begun by virtue of the Metropolitan Readiness Test being administered to current kindergarten children. We plan to identify non-kindergarten and parochial children during the summer. Two teachers will be hired for the transitional classes, and they will aid in diagnosis and all subsequent activities. A structural basis will be established through the division of identified children into appropriate control and experimental groups. Consultants will aid in parent workshops, teacher workshops, strategies of instruction, the development of specialized curriculum materials. An extensive on-going in-service program for both teachers and parents will be implemented in order that training and coordination of instructional activities may proceed harmoniously in a manner tailored to individual student needs. A heavy component of the plan is the utilization of parents in the learning process. They will regularly instruct their children at home using carefully developed and selected materials.

Project Title: Early Identification and Prevention of Reading Failure	**State Project Number** 73037

EVALUATION DESIGN:

Evaluation for this project must necessarily be broached on several fronts due to the several treatment factors involved. Criterion-based teacher and parent checklists will be utilized as ongoing instruments to measure cognitive as well as attitudinal change. Standardized tests, including the Metropolitan Readiness Test, the Peabody Picture Vocabulary Test and the California Testing Battery, will provide objective determination of change. Finally, analyses of variance and correlation will help evaluate the effectiveness of specific treatment factors in terms of relative success.

FINDINGS TO DATE:

Preliminary studies within the district, indicate a very positive parental response to similar activities. No genuine date is available as the project itself has just begun its first year.

DISSEMINATION:

A varied approach to dissemination is planned in an effort to avail all concerned educators and citizens of our progress and final results. For direct presentation we plan a speaker and slide package, as well as on site visit provisions; for wider use, a publication package is planned. Efforts to increase local awareness will be carried out through newspapers, local radio and television, and periodic newsletter. Also, regular parent meetings must be incorporated into dissemination plans because they will be so integrally associated with the project.

PROGRESS TOWARD ADOPTION:

The school district has indicated approval of significantly financial involvement over the life of the project in order that it will be totally financed by local effort by the fourth year.

Date completed or revised: 12/20/74	**Completed by:** Carol B. Stevens	**Phone:** 814–695–7431

Local Educational Agency Kane Area School District
Address: Rt. 321 and Hemlock Avenue
Project Director Kane, Pennsylvania 16735

State Project Number 73038

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School and Community Career Guidance

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	6/30/75	10,700	1973	10,700
TOTAL			10,700		10,700

Proposed Termination Date 6/30/77

Projected Funding Level for total project period 17,500

TARGET POPULATION:

All students and adults of the Kane Area School District attendance area are the target population of this project. School enrollment for the current year (1973–74) is 2,205 (K–6–1, 145; junior high, 539; senior high, 521). Of this enrollment, 99+ percent are Caucasian and less than 1 percent are Negro. The socioeconomic status of the families in the attendance area is primarily of middle and lower-middle class composition.

The school district has a professional staff consisting of 112, dispersed among three elementary, one junior and one senior high schools. There are two guidance counselors and a full time vocational coordinator at the junior–senior high level.

The community is a small light-industry town (5,000) surrounded by the Allegheny National Forest, which causes rather distinct isolation and an absence of suburbs.

MAJOR OBJECTIVES:

The general objectives of the project are:

1. To acquire and interpret data concerning employment opportunities for Kane area residents in order to expand career and educational opportunities.
2. To provide a guidance program that will bridge the gap between the school and employment of high school graduates by offering placement services and ongoing counseling.
3. To develop a Career Resource Center for the preparation and dissemination of current, relevant, and accessible career information for school and community.
4. To help make Career Education a meaningful reality throughout the school system by making available to all teachers and students up-to-date career information for use with their career projects.

ACTIVITIES:

The activities of this project will include a complete community survey of business and industry in order to determine present vocational needs. Information gained by this survey will aid in curriculum changes as well as help to develop a basis for the establishment of a placement service for both students and adults.

Project Title: School and Community Career Guidance	**State Project Number** 73038

The development of a school and community Career Resource Center with the following responsibilities:

1. Collecting, evaluating, and disseminating accurate and relevant career information.
2. Providing students and adults the counseling services connected with the materials available.
3. Assisting students and adults in obtaining career information materials not available at the center.
4. Bringing specific work opportunities to the attention of students and adults.
5. Providing a library-like setting where students and adults can study and explore occupational information.
6. To assist the elementary and junior high school teachers in their career education projects by making information available to them and by being host to visiting groups from these projects.

The vocational coordinator and the high school counselor will offer vocational counseling during out-of-school hours (including summer months). Information will be recorded and placement files developed. A local placement service will then be offered. An attempt will be made to place every graduating senior who does not enter higher education in a position that agrees with his abilities, and needs.

EVALUATION DESIGN:

At the conclusion of the first year of the project a second community survey will be conducted. Data will be compared with initial survey to indicate degree of success of project objectives.

Placement records will indicate desirability and need for continuation of that service.

Utilization records of the CRC by teachers, students and adults will be kept. An opinion survey of school administration and staff will also be conducted to determine practicability of the facilities as operated.

The degree of CRC usage by elementary personnel in connection with career education projects will be tabulated and teacher comments will be solicited.

DISSEMINATION PLAN:

A handbook explaining the entire School and Community Guidance Program will be prepared and distributed.

Newspaper accounts and presentations before local civic and business groups will be conducted by the CRC director.

The Advisory Committee for an existing Co-Op vocational education program has agreed to include the project in their advisory capacity and aid in its dissemination.

One-half day of a regular school in-service day has been alloted for the purpose of acquainting the entire school staff with the project.

PROGRESS TOWARD ADOPTION:

The local educational agency has given indication of maintaining the project as an integral part of the educational offerings so long as there is evidence of local needs being met as prescribed in the narrative.

Date completed or revised: 11/22/74	**Completed by:** Eugene J. Hall	**Phone:** 814–837–7641

Local Educational Agency	Ephrata Area School District	**State Project Number**
Address:	803 Oak Boulevard, Ephrata, Pa. 17522	
Project Director	James R. Elder	73039

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Comprehensive Guidance Self-Study

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	8/31/75	7,250.00	1974	7,250.00
TOTAL			7,250.00		7,250.00

Proposed Termination Date 8/31/75

Projected Funding Level for total project period 7,250.00

NEED:

In a district which has three divisions in educational process, elementary, junior high, and senior high, we find numerous areas in which there is no clear and defined state of philosophy and objectives for the services which are provided for students. Our K–12 guidance program suffers from this lack of program objectives. We have had various evaluations at various educational levels but not a comprehensive study of services for students in grades K–12 to whom we provide services. Three specific needs have been identified and will be addressed with the idea of producing a change.

1. There is need for a written philosophy and statement of objectives for guidance services in grades K–12 of the Ephrata Area Schools.
2. There is need to evaluate our total district testing program in light of this philosophy.
3. A comprehensive study of our student body of the nature proposed in the self-study has not been undertaken in recent years. The follow-up of graduates and others who have left school has been done in several areas only while other groups of students have never been surveyed since leaving school.

MAJOR OBJECTIVES:

Brief explanation of the purpose of the proposed project. A guidance staff serves several publics including students, teachers, administrators, employers, colleges, parents and others. To determine our effectiveness in dealing with these publics, we will collect and analyze data from each group. We expect to find a gap in the expectations of the guidance staff and the various publics. From our data we hope to narrow the difference in expectations and to determine unique characteristics of our student population and the community which call for particular objectives for the guidance department. We plan to develop program objectives and strategies for assessment then develop a plan for implementation of the revised guidance program.

ACTIVITIES:

We plan to utilize the services of the SPEEDIER PROJECT in the self-study. We have determined the following to be the necessary activity phases: Development of Philosophy, Development of Objectives, Development of Survey Instruments, Conduct Surveys, Process Data, Complete Final Report, Develop Plan for Utilization.

EVALUATION DESIGN:

Our evaluation of the self-study project will be based on our ability to follow our time table and ability to develop plans for utilization.

Local Educational Agency	Lewisburg Area School District	State Project Number
Address:	Washington Ave., Lewisburg, Pa. 17837	
Project Director	Patsy James Marra	73040G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
In-Service Humanistic Elementary Guidance Orientation

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/1/74	2/28/74	$3,905		$3,905.00
TOTAL			$3,905		$3,905.00

Proposed Termination Date 2/28/74

Projected Funding Level for total project period $3,905.00

TARGET POPULATION:

Students to be affected directly by this program are enrolled in levels kindergarten through five of the Lewisburg Area School District. The enrollment for the current year is 2516 with a total of 130 staff members. There are four elementary, one middle and one high school in our district. Two Amish schools, the Central Susquehanna Intermediate Unit and Bucknell University are also located within the geographic boundaries of our school district.

MAJOR OBJECTIVES:

The goal of this project will be to provide in-service in humanistic guidance approaches to twelve elementary teachers in our district and to have these approaches used in the classrooms. The major objectives to be achieved as progress is made toward reaching the goal include:

1. To develop a more positive self-concept for students, teachers, and counselors.
2. To have teachers involved in the program utilizing the newly acquired humanistic methods for dealing with students on at least one occasion per student.
3. To provide the necessary information to help improve parent and teacher knowledge and attitudes concerning the Comprehensive Home and School Guidance Program and the role and function of guidance counselors.
4. To provide vehicles to help teachers and guidance counselors involved in this program offer feed-back as to the program's functioning, value and areas requiring modification.

ACTIVITIES:

The proposed program will call for close coordination with the pupil personnel services provided by the Central Susquehanna Intermediate Unit. The Intermediate Unit will carry out the first phase of in-service education and a follow-up session. Other phases of in-service, designed to help teachers apply the humanistic concepts learned during the first phase will be carried out through the school year. These locally sponsored in-service sessions will aide the teachers involved in adapting the concepts to help solve specific individual and classroom problems.

Project Title:	In-Service Humanistic Elementary Guidance Orientation	**State Project Number** 73040C

EVALUATION DESIGN:

(1) Test instruments to be used will include Coopersmith's Self-Esteem Inventory and Liddle's adaptation of Waejen's Self-Concept as a Learner Scale. (2) Self-evaluation questionnaires (3) Dissemination studies (4) Locally developed scale to measure the cognition of the components of a developmental guidance program. This scale will be based upon the information contained in writings by James Muro, George Hill and Eleanor Luckey.

DISSEMINATION PLAN:

The dissemination plans call for the use of video-taped counseling activities used as a part of the in-service to be made available to other educators. The Humanistic Guidance In-service design and components of the Comprehensive Home-and-School Guidance Program will be included in printed forms for dissemination to other educators and for community public relations. Plans also call for news releases and presentations to other professional organizations. Provisions will be made for on-site visitations.

PROGRESS TOWARD ADOPTION:

A parent advisory committee in guidance has been involved in helping to establish the needs and direction for our Comprehensive Home and School Guidance Program. This proposal is a result of one of their recommendations. This program will encourage the use of humanistic guidance approaches in a greater number of classrooms which will enable the district to provide this type of service to students on a developmental basis.

It also calls for the unification of resources from previously approved and on-going programs sponsored by the Lewisburg Area School District and the Central Susquehanna Intermediate Unit. Our district's established twice-a-month Wednesday Afternoon In-Service Program provides a vehicle for the continuation of the proposed activity.

Date completed or revised:	**Completed by:** Patsy James Marra	**Phone:** 717–523–1178

Local Educational Agency	Sullivan County School District	**State Project Number**	
Address:	First National Bank Building, Dushore, Pa. 18614		
Project Director	Mr. Richard Bayer	73041	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Topical Inquiry Science Approach

Funding:

Type	Period of Funding From	Period of Funding To	Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	7/1/74	6/30/75	12,375.00	1974	
TOTAL					

Proposed Termination Date 6/30/78 **Projected Funding Level for total project period** ______

TARGET POPULATION:

Students of the first, second, third, and fourth grades of Sullivan County School District attendance area are the target population for this project. Total enrollment of District Elementary Schools is 505 students and of this total 100 are first year students, 125 are second year children, 135 are third year children and 145 are fourth year children.

Eighteen professional staff members will be directly involved in the project in conjunction with administrators and special service personnel.

The community is rural with light industry containing a total population of approximately 5,000. The School District has a total enrollment of 471 students with a professional staff of 20. This project will directly involve all three elementary schools of the District.

MAJOR OBJECTIVES:

The central objective of the project is to assist teachers in the creation of a curriculum based on manipulative topics designed to meet students needs. In behavioral terms, the objectives are as follows:

1. Teachers will, through workshops, become involved in new teaching techniques which will be employed in the creation of topics which utilize these new approaches.
2. Teachers in the program will be involved in the construction of topically oriented units employing the manipulative inquiry approach and having the flexibility for small group and individual instruction.
3. The implementation and utilization of units created by the teachers for use in their individual classroom situations providing motivation and challenge to those students who lack these aspects.
4. The consolidation of these topics to create an elementary science curriculum.

ACTIVITIES:

Project activities are focused around an attempt to create a teacher constructed flexible unit based on the manipulative inquiry approach to the teaching of science. Activities of the project are therefore geared toward this goal.

Proposed activities for this project involve three distinct stages of progression. The first step is based on workshops to convey new teaching techniques and give teachers the experience needed to successfully implement these techniques.

After the teachers receive exposure and experience to the manipulative inquiry approach they will design topic containing this approach. Units containing the techniques acquired during the workshop will be

Project Title: A Topical Inquiry Science Approach

State Project Number 73041

designed by a teacher to meet individual classroom needs. The needs are assessed by the teacher from student feedback and past experience of teaching children of that age. A science resource person will be available to assist in the actual age. A science resource person will be available to assist in the actual creation and coordination of topics.

Upon completion of the topics they will be utilized in the classroom, revised to eliminate weaknesses and consolidated into a flexible curriculum for the primary grades.

EVALUATION DESIGN:

Evaluation methodology will consist of two types. First, cognitive evaluation of student achievement by teacher made testing tools and by the use of a standardized test. The Standard Achievement Test will be used to compare students past progress and present improvement in science to be used as an indicator of the programs effectiveness. Secondly, attitudinal inventories will be created to formalize teacher and student reaction to the program.

FINDINGS TO DATE:

Statistical information exists stating that higher levels of learning occur when the manipulative inquiry approach is used rather than the traditional cite-recite textbook method. The manipulative inquiry approach was found to significantly change both cognitive and affective behavior through increased student involvement.

Another study pointed out that students not only experienced success in science, but also a higher degree of achievement in other related subject areas due to their involvement in a manipulative inquiry program (SCIS).

DISSEMINATION PLAN:

Plans for dissemination of program include the local area and educators outside of our local area.

Local dissemination focuses on newspaper articles, newsletters to parents and a tape slide presentation.

External dissemination of the completed project will utilize "Rise," a pamphlet distributed to surrounding school districts explaining our program and visitation of interested educators.

PLANS TOWARD ADOPTION:

Plans for the project have been formalized and program will be initiated in June with the presentation of a workshop on new teaching trends in Science Education.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency	Northeastern Educational Intermediate Unit	**State Project Number**
Address:	200 Adams Avenue, Scranton, Pa. 18503	
Project Director	Ben Simoncelli	73042

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Individualized Guided Education Consortium Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Iu. App.	7/1/74	6/1/75	69,000	1974	69,000
TOTAL					

Proposed Termination Date ____________________ **Projected Funding Level for total project period** ____________________

TARGET POPULATION:

Students in grades 2,3,4,5,6, of participating schools in the consortium that encompasses Intermediate Unit 14 and Intermediate Unit 19 and Intermediate Unit 21 are the target population of this project. Enrollment for the current year (1974–75) is 16,700 pupils of which approximately 95% are caucasian, 5% are negro. The socio-economic status of families in the attendance ares is primarily of lower and lower middle class composition, especially in the Intermediate Unit 19 area.

The communities of the participating district is somewhat diverse, with urban, suburban and semi-rural geographical setting.

MAJOR OBJECTIVES:

The general objectives of the project represent a goal to change existing elementary school organization to a flexible decision making body that will facilitate:

a. Prescriptive teaching in which planned variations in the instructional program provide for what each student learns, how rapidly he learns, and how he goes about learning.
b. Systematic development toward an "open non-graded educatioanl environment.
c. Cooperative planning by differentiated staff toward common goals.
d. Sensitivity to and emphasis on the humane as well as the intellectual aspects of the curriculum.
e. Communication among and between local schools, intermediate units and nearby colleges.

Pupil Objectives

a. Using the Wisconsin Design for word attack skills, the students will improve their word attack skills.
b. Functioning in a non-graded multi-unit school organization the students will increase their self-concept and their attitude toward school.

ACTIVITIES:

Within Three Months (By September 1, 1974)

The unit leaders, for each team in Multi-unit School will be chosen. As the teaching head of the unit of three (3) to four (4) teachers and one-hundred (100) to one hundred fifty (150) multi-age group of students, the unit leader spends 80% of his time teaching and 20% coordinating the planning and teaching of the unit.

Project Title: Individualized Guided Education Consortium Program	State Project Number 73042

A three (3) day workshop will be conducted by Wisconsin REsearch and Development (R & D) personnel with the help of personnel from the Marywood College and the University of Hartford, Conn., for principals and unit leaders.

Within Six Months (By November 30, 1974)

An intensive three (3) day workshop will be held by schools for extensive training for all staffs to practice the necessary skills to achieve individually guided education. These workshops will be conducted by the principals and unit leaders of the schools with help of resource people from on-going IGE programs and colleges. Upon completion of the three day workshop, the participating schools will re organize their schools in at least one subject area using multi-unit organizational guidelines.

Within Nine Months (By January 1, 1975)

All of the schools implementing IGE will be formed into two leagues. Intermediate Unit 19 will constitute a one league. Intermediate Unit No. 21, Carbon-Lehigh, and Intermedaite Unit No. 14, Berks County, will constitute a second league. One coordinator will be appointed for each league by the participating schools and Intermediate Units.

PROCESS EVALUATION:

A classroom observation instrument will be used to measure the extent to which the climate of the school is open for all classrooms in which word attack skills are being taught in both the control and experimental schools.

SCHOOL EVALUATION:

A questionnaire will be used in both the experimental and control schools to determine:

a. The degree to which school activities, inservice programs and league activities are directed toward solving common educational problems based on assessed needs of teachers.
b. The degree to which school resources are organized for maximum potential effectiveness.
c. The degree to which the school is organized into a multi-unit non-graded environment.

DISSEMINATION PLAN:

The individualized Guided Education Consortium Program that will be included in the participating schools' curriculum will be developed in line with school districts in the Intermediate Units involved in the program.

The instruments of dissemination will include:

1. Personal contact with the participants.
2. News media (local television, newspapers and educational television). Attempts will be made to coordinate thru the closed circuit TV network at Kutztown.
3. Development of audio video tapes by the Instructional Materials Center to be used by Civic Organizations, PTA and other community agencies concerned with the IGE Program.
4. Visitations by interested educators, Civic leaders and other interested people to participating schools. Before any visits are arranged, there will be a set of clearly defined objectives for the visit.
5. Newsletter – The activities of the IGE Program will be circulated through this medium to the public.

Date completed or revised:	Completed by: Ben Simoncelli	Phone: 717–34[illegible]–9551

Local Educational Agency	Northern York County School District	**State Project Number**
Address:	R. D. 2, Dillsburg, Pa. 17019	
Project Director	Mrs. Vivian Rickabaugh	73043

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Primary Measures To Assure Success

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	6/30/75	40,000	1974	
Cont'd.	7/1/76	6/30/76	25,000	1975	
Cont'd.	7/1/76	6/30/77	12,500	1976	
TOTAL			77,500		

Proposed Termination Date 6/30/77 **Projected Funding Level for total project period** 77,500

TARGET POPULATION:

Students in K–4 of the Northern Elementary School attendance area are the target population of this proposal. Enrollment for the current year (1973–74) is 1004. Twelve are attending a non-public school. Three children are negro and six, oriental. The socioeconomic status of the families in attendance is primarily of rural middle class composition. The area has very little industry and has a population of 10,433.

The district is on a five, four, four organizational plan with a total professional staff of 132 dispersed among 3 elementary schools, 1 middle school and 1 high school. 18 staff members and 3 paraprofessionals will be involved directly with the new program.

MAJOR OBJECTIVES:

The main objective is to develop a learning-disabilities program consisting of three phases: identification of children with learning disabilities, diagnosis of individual learning disabilities and an individualized educational program for children with learning disabilities.

1. To aid teachers by means of workshops to study and execute learning strategies prescribed for the children with disabilities.
2. To create a structure whereby parents, teachers and aides may better understand problems related to the teaching of reading to young children.
3. To field test the concept of early identification, prescription and remediation by a diagnostician trained in the area of learning disabilities who bridges the gap between diagnosis and remediation by prescribing educational treatment.

ACTIVITIES:

Identification of children who may have difficulty in learning will be made in kindergarten through teacher observation and standard group testing. Further testing will be done in April by the I. U. psychologists. Children with severe disabilities will be recommended for special services class. Other children of average or above average intelligence and of average first grade age, but still young in their perception, coordination, language or thinking ability will go into a transition group following kindergarten. Special classes will have no more than twenty (20) children. Individual instruction will be based on the evaluation of a diagnostician who will identify, diagnose and prescribe for the teacher, aide and parent of each child. It will be a developmental period for the "late bloomers".

After the child has been selected, parents will be scheduled for a conference. The problem will be defined and our program explained to each parent. Neither the school nor the parent alone can educate the

Project Title: Primary Measures To Assure Success

State Project Number 73043

child. The greatest growth comes when home and school, parent and teacher work together and share their knowledge and observances of the child.

The program will be based on the appraisal of what each is capable of doing and what he will be able to do next. It will be a program of active teaching, not a waiting period. Since children differ greatly in the degree to which they are advanced in intellectual, emotional, social and physical maturity, small grouping procedures must be utilized in order to provide for the differences.

Children with problems in grades 1–4 will be referred by the teacher to the diagnostician. An evaluation will be made and individually prescribed instruction will be carried out by the remedial reading teacher, classroom teacher, aide or parent.

A new basal will be implemented in the low groups in which the aide and the parent reinforce the teacher's instruction in a team teaching fashion. Screening tests will be used to place the child on his proper level of instruction.

Parents and teachers working jointly in the "learning to read" process is a new concept in this community. The parent must realize he is a teacher too, and therefore must increase his competence in helping the child learn to read. For this they need the following understandings: (a) how children learn; (b) individual differences; (c) what goes into learning to read. (d) they why and how of the school's approach.

Conferences and workshops will be scheduled for parents of children participating in this program. The PTA will help spread the word that parents are important to reading, that school people need them, and a parent book is available to give them guidance. The meetings will be conducted by the teachers involved in the program, the reading teacher and the reading supervisor.

Consultants will be brought in from the State Department, Intermediate Unit, Messiah College and places where transition groups have been successful. The Book Company consultant will hold in-service workshops with teachers, aides and parents of children involved.

EVALUATION DESIGN:

Standardized tests will be used prior to entering the program and at the end of each school year to show strengths, weaknesses and achievement in basic skills. Six achievement measures will be administered to participating students throughout the year in a reading program designed for the teacher aide and parent. Records will be kept and compared to district, state, and national norms. Cumulative records will be kept by the educational diagnostician concerning diagnosis, prescription and remediation of learning disabilities for each child. Past annual average gain will be compiled for each participating student and comparison made to average gain after diagnosis, prescription and remediation.

FINDINGS TO DATE:

School personnel, parents and community are becoming more aware of existing learning problems that can possibly prevent the child from learning to read.

The district is becoming more aware of societies demand to program for and provide vital services to children with learning problems.

DISSEMINATION PLAN:

A brochure about happenings and progress of the new program will be compiled by teachers and consultants and given to all participants, staff members, board of education and state department. Local papers will be utilized to inform the community of the program's growth and development. Parents will be invited to observe and discuss the program with teacher, aides and administrators. As much as possible will be recorded in each workshop and made available as in-service for new staff members in future years.

PROGRESS TOWARD ADOPTION:

The local education agency has provided additional personnel needed for the program. Renovations have been completed for the additional space required.

A new basal reading system has been chose by the teachers involved, that will provide the needed structure for an aide-parent participating program.

Date completed or revised: 7/1/74

Completed by:

Phone: 432–9516

Local Educational Agency Dallas School District
Address: Dallas, Pa. 18612
Project Director (Mrs.) Gloria L. Whitman

State Project Number 73044G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Group Counseling and Consultation: Process, Practicum & Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Regular	7/1/74	6/30/75	19,317		$19,317
TOTAL			19,317		$19,317

Proposed Termination Date ______________ **Projected Funding Level for total project period** ______________

TARGET POPULATION:

Students and staff and community in grades K–12 of the Dallas School District attendance area are the target population of this project. This is a growing school district of approximately 4,000 students in a centrally located senior high, junior high, intermediate school (grades 5 & 6) and four K–4 elementary buildings. Within the district, there is a non-public school which employs 20 staff members to serve 429 children, grades 1–8.

Students come from families who have lived in this rural community for generations, or from increasingly large number of urban-oriented, often transient families, who consider Dallas as a suburban bedroom community to Wilkes-Barre.

There are presently 185 professional staff members within the district including 11 administrators, 6 counselors, school social worker and 4 nurses dispersed among the district schools.

MAJOR OBJECTIVES:

The thrust of the project is two-fold: 1. To develop group counseling and consultation programs that are uniquely tailored for the district, and 2. To provide the opportunity for the guidance department to operate within and refine the "self-help" systems planning and management model for guidance program development explored in an earlier and highly successful E.S.E.A. Title III funded guidance project. In behavioral terms, the objectives of the project are: 1. Increase counselor competencies in group counseling and consultation; 2. Increase group conscientiousness and effectiveness of the guidance department; 3. Develop and implement a K–12 group counseling program for students; 4. Consult and interact with staff to design and implement guidance-oriented programs such as an effective K–12 pupil testing program and pupil recordskeeping policies and procedures; 5. Design evaluative tools to measure success of the project and effectiveness of developed programs in years to come; 6. Develop supportive and informative community relaitons activities; 7. Prepare and publish a unique record of project progress.

ACTIVITIES:

The guidance department and other staff members will work with Dr. Ben Cohn, nationally recognized consultant, in group counseling and guidance program development and other experts in a practicum learning experience which will include summer workshops, commencing in the summer of 1975 and terminating in the summer of 1975; group counseling and consultation sessions during and after school hours with parents and staff members; critiquing sessions in which counselors and others will review their own progress in working with groups of parents, staff, and students; consultant review of counselors' progress; in-service opportunities for staff; visitations; orientations, public relations, evaluation and dissemination activities. All activities stress maximization of involvement by participating and development of personal and professional potential through accepting responsibility for planning, action and evaluation.

Local Educational Agency	Williamsport Area School District	**State Project Number**
Address:	605 West Fourth St., Williamsport, Pa. 17701	
Project Director	J. R. Karpinski (temporary)	73045

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: "Open Education in Williamsport"

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	6/30/75	$80,000	1975	$80,000.00
TOTAL					$80,000.00

Proposed Termination Date 6/30/77

Projected Funding Level for total project period $159,284.00

TARGET POPULATION:

Teachers of students in Grades K through 7 in the Williamsport Area School District attendance area are the target population of this project. Also a part of the target population will be administrators and supervisors of the sponsoring district as well as educators in North Central Pennsylvania seeking to learn more about open education. A need clearly exists in North Central Pennsylvania for some vehicle which can effect an interest in school people to change, to be flexible and to be adaptive in the education of children. The vehicle will be a prototype of the open space philosophy of education and this project proposes to provide the teachers of districts in the Northern Tier with just such a prototype to be appropriately called, "THE NORTH CENTRAL PENNSYLVANIA OPEN EDUCATION DEMONSTRATION AND RESOURCE CENTER." Teachers in the neighboring counties of Lycoming, Clinton, Sullivan, Bradford, Potter and Tioga will – as part of the target population – – – have readily available an open class prototype.

Participating students who will be on the receiving end of the training to be undergone by teachers, also are a part of the target population. They will include 76 Kindergarten pupils; 450 in Grade 1 through 6 and 180 in Grade 7. The makeup of these students will be approximately 590 Caucasian; 47 Black and 9 of other ethnic background. The economic backgrounds of these students cut across all income lines for the participating schools – both public and private – are located on low income, middle class and affluent areas of the school district attendance area.

MAJOR OBJECTIVES:

The general objective on both the elementary and secondary levels is to change attitudes and performances of teachers, administrators, students and parental and community groups toward a more flexible, open way of perceiving change.

Specifically, the teacher, upon exposure to the methods and materials in the open classroom, will exhibit:

1. An increased awareness of student needs and appropriate prescription in self-image and attitudes; learning styles and individual learning problems and increased responsibilities and independence of the open learning environment.
2. Attitudes which will enable the teacher to function as a team member in planning and personalizing instruction and as a facilitator of individual or group processes.
3. A competency in the following areas: variety in teaching strategies; designing, producing and using imaginative activities and devices and utilization of time and space with more flexibility and efficiency.

Project Title: "Open Education in Williamsport"	**State Project Number** 73045

Specifically, the student upon exposure to the methods and materials of the open classroom, will exhibit:

1. An increased awareness of self and a positive self-image.
2. Attitudes which reflect respect, responsibility, and increased self-direction toward his own learning.
3. Competency in the cognitive domain which is at least equal to that exhibited by students in standard classrooms.

ACTIVITIES:

"Open Education in Williamsport" will feature activities using two developmental centers; one renewal center; teacher resource or mini-grants and teacher visitations. The developmental centers will include the Jefferson, Washington and Clay Elementary Schools where open education is now a reality and the Roosevelt Junior High School which will be adapted to serve as a "mini-school" in open education and learning. An existing Skills Shop located in the Lycoming Historical Society Museum and operated by the Williamsport Area School District will serve as a renewal center to augment the facilities at both the elementary and secondary developmental centers. It also will serve as a resource center for the teachers receiving mini-grants. The shop will afford teachers and paraprofessionals with facilities needed to devise and construct games and other classroom aids.

Teacher Mini-Grants: Mini-grants will be given to teachers for new and better approaches to the teaching-learning process. Mini-grants will be awarded in two ways: Any teacher in any school, public or private, may submit an application for a grant to be awarded to a school. Ideas for proposed mini-grants will be considered and judged by a special Mini-Grant Project Committee composed of teachers, supervisors and administrators.

Teacher Visitations: Between September, 1974 and June, 1975, participating teachers, supervisors and administrators will visit and observe open education in schools in Pennsylvania, New York, Maryland and other states as needs may dictate.

In addition, training programs will be conducted, with the assistance of outside consultants and school district personnel, on both the elementary and junior high levels.

The training program for elementary teachers will involve one afternoon a week for 12 weeks while secondary teachers will participate in a program one afternoon a week for 18 weeks. Seminars will deal with diagnosing needs of pupils and the prescribing of educational methods and learning experiences to meet those needs, "Teacher Effectiveness Training", independent study, curriculum alternatives; observation and practicum in all subject disciplines and other sessions involving the philosophy of open education and child development.

EVALUATION DESIGN:

The evaluation design will include documentation of objectives by use of standard and locally-designed tests; attitude inventories, personal observation, statistical data and record-keeping of student-teacher learning contracts.

FINDINGS TO DATE:

Not applicable at this time.

DISSEMINATION PLAN:

Inasmuch as the first year of the project will be given over to implementing the project, dissemination will be limited to compiling photographic and slide records of activities; a periodic newsletter to be distributed within the district and local and area radio and newspaper publicity. Also, regular reports will be given to the school board and to combined meetings of administrators.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Date completed or revised: 6/4/74	**Completed by:** Joseph R. Karpinski	**Phone:** 717–326–3501

Local Educational Agency Central Susquehanna Intermediate Unit
Address: Box 213, Lewisburg, Pennsylvania 17837
Project Director Dr. Carl W. Pepperman

State Project Number 73046

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Innovations in Guidance Programs/Practices

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date ________________ **Projected Funding Level for total project period** ________________

TARGET POPULATION:

Most counselor education programs prior to 1965 emphasized a remedial or crisis-centered approach. Today however, a preventative or developmental approach is recognized as an equally important strategy for counselors to employ. In the five-county service are of the Central Susquehanna Intermediate Unit, there are a significant number of counselors who have not had the benefit of recent professional training. Moreover, it is unlikely that most of these counselors have had time to keep abreast of new practices while continuing to carry out other assigned responsibilities.

Also, there appears to be increasing attention focused upon career education as a primary mission of the schools. Although the principal role in this mission will be played by the teacher, the counselor should be ready to serve as a resource in terms of occupational information and vocational development theory.

Counselors in the Central Susquehanna Intermediate Unit who were unable to satisfy the requirements for supervisory certification in guidance are now faced with the need to find an approved program for gaining the necessary training.

MAJOR OBJECTIVES:

1. To assist administrators and counselors in their collective efforts to improve their district's guidance program.
2. To introduce 15 practicing school counselors to recent innovations in guidance programming and counseling practice.
3. To develop guidance program outlines, consistent with assessed needs, utilizing newer concepts and strategies in guidance.
4. To develop counselor competencies in group process, behavioral counseling, and consulting strategies.
5. To assist and support the counselors in their attempts to use their new competencies in their regular practice.

In terms of "expected changes" in staff and organizational structure, pre and post program assessments will be made to determine counselor behavior change and guidance program redirection. A successful project will be indicated by:

1. A written guidance program outline
2. an increase in group counseling
3. an increase in behavioral counseling methodologies
4. effective teacher consultation as reflected in more positive commentary from the teaching staff
5. in-service credit toward supervisory certification in guidance for the counselors eligible.

Project Title: Innovations in Guidance Programs/Practices

State Project Number 73046

ACTIVITIES:

This project is composed of three segments; a needs assessment stage; a workshop stage; and an implementation and workshop follow-up stage.

1. A workshop of didactic and experiential activities will introduce counselors in the area to recent innovations in guidance and counseling.
2. Guidance program self-study projects are in progress in several local school districts. Other such projects are anticipated in several districts, moreover, districts interested in programming assistance offered in the workshop will be provided with consultation in a needs assessment program prior to the workhsop.
3. Live and filmed demonstrations of group counseling, behavioral counseling and consulting strategies will be included in the workshop schedule. Supervised practicum experiences in these areas will be provided to all counselors. Acutal client contacts and role playing experiences will be included.
4. Counselors selected for this project will be required to attend between 10 and 20 training sessions; at least one-half of these sessions will be held during the school day.

EVALUATION:

1. The ability to demonstrate and practice the various innovative procedures and programs will be determined from the on-going observations during the workshop and more importantly through observations during the suceeding year.
2. A guidance program outline reflecting needs assessment findings and utilizing new concepts and strategies will determine the ability of the counselors to develop appropriate programs according to the standards set up by the district.
3. Utilizing closed-circuit television and video-tape recorders, counseling sessions will be observed and debriefed by all participants.
4. A counselor log reflecting use of new approaches. Student, parent, and teacher surveys reflecting "consumer" perceptions of new approaches.

FINDINGS TO DATE:

Because this is a first-year project we have no findings to report; however, our pre-proposal needs assessment indicates that statistical evidence regarding those counselors perceived needs shows that 80% of the practicing counselors in the CSIU region who returned their questionnaires were interested in an inservice course such as the project submitted. However, further information is needed to determine the needs of the non-responding counselors. This group represents approximately 75% of the practicing counselors of the five-county region.

DISSEMINATION:

Instructional outlines and course syllabi will be made available to all who desire them. Furthermore, video-tapes displaying the outcome behaviors of the counselor participants will be made available (with individual counselor approval) on a loan basis to any who request it.

It is hoped that a training package may be developed for others who wish to provide similar training to incumbent counselors.

PROGRESS TOWARD ADOPTION:

Because this project is a first year project there are no findings to date to report and therefore, no progress toward adoption.

Date completed or revised: 5/29/74 **Completed by:** Dr. Carl W. Pepperman **Phone:** 717–524–4431

Local Educational Agency	Parkland School District	**State Project Number**
Address:	Orefield, Penna. 18069	
Project Director	Jack C. Krause, Coordinator Federal Programs	73047

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pupil Emphasis on Teaching Techniques

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	6/30/75	$39,100.00	1974	
TOTAL			$39,100.00		

Proposed Termination Date 6/30/77 **Projected Funding Level for total project period** $65,100.00

TARGET POPULATION:

The initial target population for the first year of the project is the students (1–6), attending the Kernsville Elementary School of open design, to be occupied for the first time during the 1974–75 school year. The total population of the school will be 606, which includes two kindergarten sessions and four special educational (trainable) classes.

There are 30 professional staff members assigned to the Kernsville School, in addition to 1 full-time administrator, 6 paraprofessionals, 2 aides, and 1 resource classroom teacher.

The Parkland School District, located in Lehigh County, is composed of three townships, Upper Macungie, North Whitehall, and South Whitehall, with a combined population of approximately 26,000. The school district has an enrollment of 6,622, with a professional staff of 343, placed in one senior high school, two junior high schools, and seven elementary schools. In addition, there are four non-public schools serving 299 district students.

MAJOR OBJECTIVES:

The general objective of this project is to upgrade the quality of learning experiences for children through flexible space programming. The methods used to provide these programs are through intensive inservice training for the staff of the new Kernsville School.

The specific project objectives are:

A. Develop and implement an organizational plan that will provide for educational decision-making, open communication and accountability at all levels of the total school community.
B. Maximize the effectiveness of the facility through flexibility in staffing, scheduling, and instructional programming.
C. Select, prepare, and organize instructional media and materials suitable for flexible space teaching.
D. Develop discovery and exploratory techniques for students.
E. Develop a documented model for an ongoing open education inservice training program for teachers in the district, intermediate unit, and non-public schools.

ACTIVITIES:

Project activities during the first year will provide for: (A) 99 hours of hands-on involvement for 30 Kernsville staff members (B) utilization of the staff competencies within the flexible space setting (C) observations at predetermined schools of open design.

The second and third years will provide for additional faculty to participate through the documented inservice model.

Project Title: Pupil Emphasis on Teaching Techniques	**State Project Number** 73047

EVALUATION DESIGN:

The evaluation follows the guidelines set forth by the State Department of Education for special programs funded through ESEA Title III. In addition, evaluative data will be gathered through an observation team, questionnaires from inservice participants, and information gathered from students' interest, attitude, and image of self.

FINDINGS TO DATE:

Not applicable; project ot begin July 1, 1974.

DISSEMINATION PLAN:

Plans for dissemination include video-taped presentations, coverage by local newspapers, information to the community through the district newsletter, and the Department of Education channels for distribution.

PROGRESS TOWARD ADOPTION:

Not applicable; project to begin July 1, 1974.

Date completed or revised: 6/12/74	**Completed by:** Jack C. Krause	**Phone:** 435–3922

Local Educational Agency	Oxford Area School District	**State Project Number**
Address:	430 Broad Street, Oxford, Pa. 19363	
Project Director	Kenneth E. Woodward	73048

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developmental Learning Centers for Pre-Schoolers

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	7/1/74	6/30/75	40,200	74–75	$40,200.00
Cont.	7/1/75	6/30/76	20,100	75–76	20,100.00
Cont.	7/1/76	6/30/77	10,050	76–77	10,050.00
TOTAL					

Proposed Termination Date 6/30/77 **Projected Funding Level for total project period** $70,350.00

TARGET POPULATION:

The target population of this project includes children that are age five as of September 30th of the Oxford Area School District attendance area. Enrollment is approximately 170 children per year, of which 86.5% are Caucasion, 10.6% are Negro, 2.9% are Spanish Surnamed, and 0% are other ethnic origins. The socio-economic status of the school district is mixed with some in the lower, some in the middle and some in the higher class strata. All the minicipalities within the district have a median family income below the county, state and national level.

The characteristics of the community are rural-farming and rural-non-farming. The majority of residents of the Oxford Area who have employment other than agriculture, are of the skilled and semi-skilled levels and are employed outside the district. Being an agricultural community, a low percentage of the managerial and professional level is found.

The community has a population of approximately 12,000. The school district has an enrollment of 2870 students. There is no non-public school within the community. The eight half-day classes will be located in the Jordan Bank School.

MAJOR OBJECTIVES:

The general objectives of the project is to place children in a comfortable learning environment with a systematic diagnostic program and support system which will help to provide readiness competencies that are prerequisites for success in first grade.

1. Improve the child's health, physical, and motor development.
2. Develop attitudes of inquiry and discovery whereby the child observes, experiments, questions, thinks critically and thereby gains knowledge and understanding.
3. Help the child observe, process, store and finally recall and utilize what he learns.
4. Increase the child's independence in meeting and solving problems.
5. Help the child improve his skill in oral language.
6. Help the child's emotional development by strengthening self-control and encouraging growth in self-discipline.
7. Develop the child's cognitive skills and concepts in all areas of the curriculum.
8. To provide an organizational format (open classroom) in which children are free to learn at their own pace and in their own way.
9. Provide opportunity for efforts in creative dramatics, arts and crafts, music and dance.
10. Identify educationally relevant handicaps (physical, emotional, behavioral and academic difficulties).
11. Develop a prescriptive educational program from the identification of deficiencies.

Project Title: Developmental Learning Centers for Pre-Schoolers	**State Project Number** 73048

12. Conduct parent education programs.
13. Provide paid and volunteer community adults within the classroom.
14. Encouage home-school interaction.

ACTIVITIES:

A systematic diagnostic program is being developed for use in the natural learning environment. The district is seeking volunteers to participate in the program. All participants, parents, volunteers, teachers, teacher aides and administrators are to receive in-service training beginning in the spring of 1975. The training will center around such topics as (1) How to talk and listen to children (2) Understanding children's individual differences (3) Developing readiness competencies (4) The roles of participants in the education of the child (5) Developing individual learning tasks.

After the in-service, each volunteer will be scheduled for a minimum of one session per week and, if willing, the volunteer may offer as much time as he or she desires. Volunteers will meet with the teachers to discuss plans and progress and daily consultations will be held with the aides and teachers. Where applicable, high school pupils will be assigned to the teaching centers.

EVALUATION DESIGN:

The various segments and components of the project will be evaluated through the following approaches:

1. Discussions with various participants in order to determine strengths, weaknesses, problem areas, conclusions, recommendations and subjective evaluative reports.
2. Questionnaires (oral and written) developed by the project staff and consultants will be distributed to children, teachers and prents.
3. The organization of control groups and experimental groups within certain segments of the project to observe reactions and to compare results.
4. The formation of an evaluative team to include certain consultants and staff members who will develop a report over the total project.
5. The Gates McGinity Readiness Skills Test is being used in a pre and post test design to evaluate pupil growth in the program. The Tests of Basic Experiences is being used to assess individual pupil strengths and weaknesses.

DISSEMINATION PLAN:

The primary activities for dissemination are: (a) Newspaper articles (b) Reports to Board of School Directors (c) Visits to various homes by the School-Neighborhood Worker (d) Curriculum Newsletter (e) Parent-teacher conferences (f) Parent newsletter (g) Opening of in-service meetings to the public (h) Project reports (i) Advisory board meetings.

PROGRESS TOWARD ADOPTION:

The project will be fully adopted into the total educational plan of the Oxford School District when the federal money is terminated.

Date completed or revised: 1/15/75	**Completed by:** Kenneth E. Woodward	**Phone:** 932–8961

Local Educational Agency Avon Grove School District
Address: 20 Prospect Avenue, West Grove, Pa. 19390
Project Director Paul Bove

State Project Number 73049G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Avon Grove Guidance Self Study

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Guidance	5/30/74	5/30/75	2,410.00	1974	2,410.00
TOTAL					

Proposed Termination Date 5/30/75

Projected Funding Level for total project period 2,410.00

TARGET POPULATION:

Students in the 9, 10, 11, and 12 grades of the Avon Grove High School will be given interviews and questionnaires to help evaluate the effectiveness of the Guidance Department. Out of this group it is hoped that at least 580 students will be involved with the self-study. We staff members will be involved along with parents and former students. The total number involved with this group should number 300.

A representative group making up the membership on the Guidance Self-Study Advisory Council will also give direction to the study.

The present guidance staff will be directed by a consultant in their self study.

MAJOR OBJECTIVES:

To collect and analyze data from the guidance program's various publicities:

a. To determine effectiveness of present programs as viewed by former and present students, teachers administrators, parents, and relevant segments of the community.
b. To determine nature and extent of gaps between apparent expectations of various publics and these of guidance staffs.
c. To determine unique characteristics of student population and the community which call for particular objectives for the guidance department.

To develop program objectives, strategies and methods of assessment.
To develop a plan for implementation of the revised guidance program.

ACTIVITIES:

The first major step will be to hire a consultant to direct the self-study with the present guidance staff aiding and carrying out procedures set down by the consultant. An Advisory Council will be set-up to give input and direction to the project. The surveying of teachers, students, parents, and former students will take place. Oral and written interviews will be given to each group. Mailings and telephoning to former students will occur. The information will then be compiled and the data will be analyzed. This information will be shared with the Advisory Council and recommendations will be made. The final report will be presented to the School Board for implementation of any recommendations made.

Project Title: Avon Grove Guidance Self Study	State Project Number 73049G

EVALUATION DESIGN:

The major part of the evaluation will be the final report of the self study. The methods and procedures to gain cooperation and support will also be evaluated by the Advisory Council and made part of the final report.

DISSEMINATION PLAN:

The final report will be widely distributed in the Avon Grove School District. Reports will be made to the news media and there will be three briefings given to the School Board during the school year. An in-service program will be presented to the district staff members.

Date completed or revised:	Completed by:	Phone:

Local Educational Agency West Shore School District
Address: 1000 Hummel Ave., Lemoyne, Pa. 17043
Project Director Dr. Robert B. Cormany

State Project Number 73050

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pupil Services Program Evaluation and Development

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	6/30/75	7270.25	1974	7270.25
TOTAL			7270.25		7270.25

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 7270.25

TARGET POPULATION:

Students in grades K-12 of the West Shore School District attendance area are the target population of this project. Enrollment for the current year (1973–74) is 9876 in the public schools and 1064 in the non-public schools. More than 99 percent are Caucasian. The socio-economic status of the families in the attendance area is primarily middle and upper-middle class with a few pockets of lower class composition.

The pupil services staff consists of 52 professional employees in the public schools and two in the non-public schools. These are spread out among seventeen public and two non-public school buildings.

The community is divided into two distinct portions a suburban complex in the north consisting of three boroughs and one township, which serves as a bedroom community for the adjacent state capital at Harrisburg, and a rural portion consisting of two townships in the south. The area has a total population of 50,000.

MAJOR OBJECTIVES:

The primary objective of the project is to evaluate the existing program of pupil services within the district and to develop a program of services which will better coordinate those existing portions of the program and will better meet the needs of the community. The specific objectives of the project are as follows:

1. To gather objective data from parents, students, educators and community agencies concerning the effectiveness of guidance services in the schools and the need for increased or reduced services in specific areas.
2. To analyze the data gathered from the publics so that recommendations for change may be prepared.
3. To write clear, measurable objectives for a coordinated program of pupil services.
4. To write a series of activities that will lead to the accomplishment of the previously prepared objectives.
5. To write a scheme for evaluating the successful completion of each objective.

ACTIVITIES:

Project activities will begin with the development of survey instruments to gather the data concerning program effectiveness and on community needs. Data will be collated by clerical staff and then analyzed by the professional staff. From this will be prepared a series of recommendations categorized as to (a) being done adequately at present, (b) short range change or (c) long range change.

Project Title: Pupil Services Program Evaluation and Development	**State Project Number** 73050

The final outcome of the project will be a written program of pupil services containing objectives, activities and evaluative criteria. This will become the districts working document for program development.

EVALUATION DESIGN:

Since this project is basically an evaluation procedure its satisfactory completion will be its own evaluation. Evaluation will be dealt with in terms of level of response, adequacy of data gathered and feasibility of recommendations arising from the study.

DISSEMINATION PLAN:

The results of this study will be presented to staff and administration of the district through a series of group meetings. The public will be informed of progress through the mass media, particularly radio and the press.

PROGRESS TOWARD ADOPTION:

The school board has approved the submission of the final proposal to the Department of Education.

Date completed or revised: 4/22/74	**Completed by:** Dr. Robert B. Cormany	**Phone:** 717–761–1971

Local Educational Agency	Colonial Northampton Intermediate Unit No. 20	**State Project Number**
Address:	106 South Main Street, Nazareth, Pa.	
Project Director	Donald P. Fowler	73051

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Sites for Environmental Education Development (SEED)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	7/1/74	6/30/75	40,000.		$40,000.
TOTAL					

Proposed Termination Date ____________________ **Projected Funding Level for total project period** ____________________

TARGET POPULATION:

Students in grades 5,6,7,8,9 and 10 of the Colonial Northampton Intermediate Unit No. 20 attendance area are the target population of project (SEED). Enrollment for the current year (1974–1975) is 68,971 students. About 50%, 32,968 students will have some exposure to environmental awareness from the project.

There will be 48 professional teachers of grades 5,6,7,8,9 and 10 involved in a series of developmental workshops. The professionals will develop scientific, mathematical, natural, language art, artistic, and historical education awareness materials for use at the environmental education site of the Jacobsburg State Park and thirteen selected school sites. Workshop staff members' and consultants' activities will be coordinated by the Conservation District.

MAJOR OBJECTIVES:

The purpose of the SEED project will be to:

A. Develop educational awareness of six curriculum areas within the natural area of Jacobsburg State Park.
B. Coordinate activities of the Conservation District in developing environmental education programs in the Intermediate School Unit.
C. To select USOE projects and adopt them to local environmental education modules for grades 5 through 10 reflecting an interdisciplinary approach.
D. To train educational professionals to use the facility at Jacobsburg State Park and to develop and use school sites for teaching us the out of doors.
E. To create an environmental ethic that changes the attitudes and behaviors of teachers toward the environment.

ACTIVITIES:

A brochure will be prepared to make teachers aware of the project and give them an opportunity to sign up to participate.

The 48 teachers who are selected to participate will begin with a three day workshop on August 5, 6, and 7. This familiarization workshop will orient teachers to the project, the State Park Site, and general environmental education concepts.

Beginning August 12, the 48 teachers spend five days at the Jacobsburg Site inventorying the 200 plus acres for potential learning stations for modules that they will be adopting to that location from USOE projects.

Project Title: Sites for Environmental Education Development (SEED)	**State Project Number** 73051

The following week, August 19–23, teachers will be at the Park Site preparing educational modules for grades 5 through 10. Thirty-six teachers will work on developing modules for science, math, history, language art, art and nature. The teachers will spend five additional Saturdays throughout the winter condensing, refining, pretesting, and testing the moduels they will be adopting.

In January, February, and March, time will be spent inventorying a school site in each of the thriteen school districts in IU20 and one each in the Allentown Diocese and Scranton Diocese of non-public schools. These school site inventories will be conducted to help develop environmental education programs facilities for teachers to utilize on the local levels throughout the Intermediate Unit.

April will be the month when the trial layout will be coordinated with the State Park Planners to fit the modules that have been developed throughout the winter. Photographs will be taken at the locations that modules have been written about so slide series can be prepared for educators to use in preparing students for the actual on-site learning experience.

Educators from the Intermediate Unit will be invited to the Jacobsburg Site for a familiarization workshop in May. The workshop is aimed at helping educators understand the educational materials that have evolved from the project and learn how they can be utilized in each school throughout the Colonial Northampton Intermediate Unit 20.

EVALUATION DESIGN:

The assessment of success in the project will be determined by pre and post testing procedures. Tests will be adapted from tests developed by the Nolde Forest State Park Environmental Education Center.

FINDINGS TO DATE:

None

DISSEMINATION PLAN:

A brochure will be prepared and made available to all the Intermediate Unit teachers and schools as well as any interested educators across the state. A workshop will be held for Intermediate Unit No. 20 teachers and administrators to create an awareness that will help them relate the events at Jacobsburg State Park Site to their own school site.

PROGRESS TOWARD ADOPTION:

None

Date completed or revised: 6/28/74	**Completed by:** Stephen Rituper	**Phone:** 215–253–4111 Ext. 296

Local Educational Agency Bensalem Township School District.
Address: 3330 Hulmeville Road, Cornwells Heights, Pa. 19020
Project Director Mr. Melvin Montanye

State Project Number 73052

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Student Aspects of Organizational Change

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	6/17/74	//16/75	43,305.00	1974	$43,305.00
TOTAL				43,305.00		43,305.00

Proposed Termination Date 8/16/77

Projected Funding Level for total project period 115,544.00

TARGET POPULATION:

Students in grades K,1,2,3,4, and 5, of the Valley Elementary School Attendance Area is the target population of this project. Enrollment for the current year (1973–1974) is 567 students of which approximately 95.9% are Caucasian, 3.3% are Negro, and .8% are of other ethnic origins. The socioeconomic status of the families in the attendance area is primarily of a middle class composition.

There are presently twenty-four professional staff members assigned to the school, including one full-time administrator, four clerical aides, and approximately twenty parent volunteers to complement the professional staff.

The community is suburban, with light industry, and has a population of 42,413. The school district has an enrollment of 7,366, with a total professional staff of 440 dispersed among five elementary schools, two middle schools, and one senior high school. In addition, four non-public schools serving students are located in the community.

MAJOR OBJECTIVES:

The general objective of the project is to assure that those concepts evolved as needs priorities for the students in the newly designed K–5 open space building, as well as all other students in the Bensalem Township School District, are effectively utilized to provide quality education. Building and personnel costs in the new structure will not exceed those costs needed for a conventional building. In behavioral terms, the objectives of the project are as follows:

1. To develop an alternate educational organizational structure to improve the quality of pupil performance.
2. To utilize a process of staff deployment with emphasis on internal responsibility, management, and accountability for learning outcomes.
3. To construct module learner units that individualize instruction through meeting the needs, interests, and abilities of all children, by emphasizing student achievement through a learner-loop paradigm.
4. To determine the cognitive and effective gains resulting from the instructional-management systems experience – a product evaluation system (pre-test, post-test), and a process evaluation system (criterion test items) will be designed, tested, and evaluated. Laboratory, practicum workshop seminars, and training sessions will be employed to achieve the above objectives!

ACTIVITIES:

The model program will consist of three phases. Phase I will contain developmental and training activities with student envolvement (1974–1975) – Phase II will contain staff training, and implementing

Project Title: Student Aspects of Organizational Change

State Project Number 73052

a pilot model with students in K–5 – Phase III will consist of staff training and field testing the complete model program in the pilot school program, and other district elementary schools.

Staff training will begin one year prior to the scheduled opening of the new facility.

During the first phase, 1974–1975, fourteen teachers will be located in fourteen relocatable classrooms. An additional six teachers (teachers of handicapped children, physical education, health, art, and music) will be located in other facilities. Students, teachers, and teacher aides will be participating together in field testing the various developed materials, and teaching-learning strategies. These teachers, teacher aides, the instructional manager, and their students will comprise the nucleus of the new elementary school program.

Each phase will consist of continuous intensive workshop sessions, and seminars, with emphasis on the major areas of needs and objectives. During Phase I, members of each staff team will gain expertise in:

1. Group dynamics and team planning
2. Needs Assessment and goal setting
3. Evaluation Methods (on pupils and staff)
4. Learning Loops and Individualizing Instruction
5. Curriculum Modules for Instruction
6. Performance objective writing and Learning Packets

During the first two phases, consultants (local district, Intermediate Unit, and University) will meet on a scheduled basis with the teams to determine problems, isolating alternative approaches which may be successful with students, and for devising new approaches to improve the weak areas. A continuous evaluation process, in addition to a student product evaluation process, will be developed and employed for all phases of the program.

Using the findings and materials from Phase I and Phase II, other schools in the district will be used to field-test the model program. Thus, while the focus during Phase I and Phase II will be on one building, K–5, Phase III will focus on 3–5 buildings in the district.

EVALUATION DESIGN:

Continuous evaluation (process), as well as, product evaluation designs will be developed and employed for all phases of the program. Cognitive achievement measures will be employed by using both standardized tests and criterion referenced test items. Results will be compared to district, State, and National norms appropriate statistical treatments will be used in measurement and analysis of gain scores. Attitudinal measures related to prioritized goals of quality education will be utilized to assess the effect of the project on affectiver perceptions of the pupils. Appropriate statistical treatment will be applied in measuring and analyzing scores. Leadership behavior scales will be administered to both instructional and administrative leaders, to determine change in traits.

DISSEMINATION PLAN:

Information on STUDENT ASPECTS OF ORGANIZATIONAL CHANGE will be disseminated through the district's newsletter, The Outlook, local newspapers, and RIMC.

Speaking engagements by staff participants, and involved students, will be scheduled for school district Staff Meetings, School Board Meetings, Parent-Teacher Association Meetings, and other interested community organizations.

School districts throughout the State will be given the progress of the project through the State Department of Education news media entitled RISE! The Project Director will attempt to publish articles in professional journals.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency	Washington School District	**State Project Number**
Address:	78 West Maiden Street, Washington, Pa. 15301	
Project Director	Mr. Emil F. Dupke	73053

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Urban-Suburban Interdisciplinary Humanities-Based Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/74	8/14/75	40,000.00	1974	1 40,000.00
TOTAL			40,000.00		40,000.00

Proposed Termination Date 8/14/77 **Projected Funding Level for total project period** $70,000.00

TARGET POPULATION:

Pupils in grades 5, 6, 7, 8 and 9 of three school systems, the Washington School District, Peters Township School District, and the Immaculate Conception School in Washington are the target populations of this project. Enrollment for the year, 1974–75, is 2870. The socioeconomic status of all school represents a wide range and diversity.

The core staff which will be involved in this project consists of 23 staff members, and 7 full-time administrators.

The communities – urban and suburban – involved in the study have engaged themselves for self-study and curricular innovation. One community, the City of Washington, is representative of an urban area which has a blighted area and a lower socioeconomic structure has an overall enrollment of 3475 (1974) and a total professional staff of 199. Peters Township represents a growing rural-suburban community which has few basic industries and represents a middle-upper socioeconomic structure. The school enrollment for 1974 was 3523 and was served by professional staff of 196.

MAJOR OBJECTIVES:

The general objective of the project is to develop an interdisciplinary humanities-based curriculum for two dissimilar school systems. In behavioral terms, the objectives of the project are to:

1. Design and instructional program which will (a) integrate the knowledge of many disciplines to understanding life in one's own community, (b) involve students in learning about a pluralistic society, (c) equip students to move into a changing career and leisure world and (d) help students strive for personal worth as well as human values.
2. Conduct pre-and in-service educational programs for the staff which are designed to prepare teachers to implement the instructional program through (1) a focus on social processes, (2) study of new approaches in teaching and learning, and (3) the development of evaluative techniques.
3. Produce and develop learning packages appropriate for students who are learning about their goegraphic, social, economic and political environment in which they live.

ACTIVITIES:

Activities which are projected for the coming year are designed to orient staff from the two public school systems and the private school. The calendar which has been developed will bring outside consultants to assist the staff in (1) defining social process strategies for group dynamics, value clarification, and mental health, (2) designing interdisciplinary techniques for both the use of the community as a learning laboratory and the use of inquiry techniques, (3) developing appropriate techniques which will help the project staff

Project Title: Urban-Suburban Interdisciplinary Humanities-Based Project	**State Project Number** 73053

to create and organize assessing instruments which will permit both quantitative and qualitative measurement of the project, its participants, and its achievements.

Students will be involved in the design and the fulfillment of some try-out programs. Implementation of some initial endeavors will bring pupils together from the several schools in both social and learning activities.

EVALUATION DESIGN:

It is envisioned that the project staff will review, create, and apply evaluative instruments for both quantitative and qualitative assessments. The project staff will examine for use traditional instruments and will design evaluative instruments which will be unique to the innovative thrust of an urban-suburban humanities based curriculum.

DISSEMINATION PLAN:

Dissemination will be through some acceptable techniques such as reports, journals, and other publications. Visitation will be encouraged. In addition, it is hoped that slide-tape presentation which will be part of the project curriculum will be a vehicle for sharing the uniqueness of this curriculum development.

Date completed or revised: 6/17/74	**Completed by:** Dr. Roy Brown	**Phone:** 412–222–7920

Local Educational Agency Loyalsock Township School District
Address: 2151 Loyalsock Drive, Williamsport, Pa. 17701
Project Director Mr. Donald A. Byerly, Coordinator of Instruction

State Project Number
73054

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Self-Awareness Leads to Career Development

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	7/1/75	35,000.00	1974	35,000.00
TOTAL					

Proposed Termination Date 7/1/77 **Projected Funding Level for total project period** $56,500.00

TARGET POPULATION:

The target population for this project is aimed at grades K-8 and 11th and 12th grade students of the public and non-public schools in the Loyalsock School District. This includes approximately 1487 students in the public school with approximately 70 students in the non-public schools. The community served by this project is largely suburban in nature with several rural areas.

MAJOR OBJECTIVES:

The thrust of the program will be K–8, where self-awareness will lead to proper career development. A spin-off will be more course selection in the secondary level, which will support our goal. At different levels students will be encouraged to make the community a part of their education process. Community members will be utilized in the classroom.

1. The student will develop his own image, through continuous progress in the curriculum.
2. Students will have more opportunities of fulfilling individual ambitions by having a varied curriculum.
3. Students will be grouped heterogeneously and their attitudes will be evaluated by means of the Educational Quality Assessment. Teacher observation, and number of social problems that are recorded throughout the school year.
4. Achievement will be improved by having more options for students, individualized instruction, small and large group sessions and resource centers.
5. Effective instruction will use tangible, manipulative, multi-media sensory instructional materials for related curriculum concepts.
6. Students will develop a positive attitude toward work in helping others by being involved in volunteer work their senior year.
7. An operational process for curriculum change will be developed by intensive inservice training.

ACTIVITIES:

The students will be heterogeneously grouped so that they may interact with one another for educational and social achievement. By allowing many alternatives to achieve their goals, self-awareness will lead them to their proper career choice. Some of these alternatives are: learning centers, reading centers, open pods, career community courses, and secondary students working with elementary students. An intensive in-service program will be utilized to aid the teachers in the development of these activities.

Project Title: Self-Awareness Leads to Career Development

State Project Number 73054

EVALUATION DESIGN:

1. Student – Pre-test – record of students performance as to informational and aptitude level prior to activities
2. Student – Post-test – record student's informational and aptitude after activity.
3. Teacher evaluations
4. Management – Log of activities.
5. Pre-aid In-service-evaluation of in-service programs.
6. Educational Quality Assessment – to measure our changes in the identified needs.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency Forbes Road School District
Address: Harrisonville, Pa. 17228
Project Director Clyde O. Booth, Elementary Principal

State Project Number 73055

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open-Ended Early Childhood Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/74	8/14/75	$25,000	1974	$25,000
TOTAL			$25,000		$25,000

Proposed Termination Date 6/30/75
Projected Funding Level for total project period $25,000

TARGET POPULATION:

Children of kindergarten age taken from the school census of the Forbes Road School District are the target population of this project. Of the 45 children enrolled in this project, all are caucasions coming from a very rural community with a poverty factor in the 25–30 percent range. The environment from which these project children will be drawn is totally deficient of institutions of learning other than the school. The families in our school district are usually quite large which has created an economic situation where approximately sixty percent of the homes have both parents working.

This rural farming community is served by two elementary schools with an enrollment of 300 students and a junior-senior high school with an enrollment of 325. Non-public agencies will not be involved in this project for there aren't any non-public schools or minority groups in our school system.

MAJOR OBJECTIVES:

The general objectives of this project are the creation of an educational environment which will overcome the rural attitudes toward an education; provide experiences for these children which will lead to a general up-grading of the school curriculum; provide experiences which are necessary for success when these deprived children meet a formal classroom situation; ascertain if a full or half-day of kindergarten is feasible in relationship to costs in a rural community; and the establishment of a diagnostic and remedial learning disabilities program. In behavioral terms, the objectives of this project are as follows:

1. The addition of kindergarten to our school curriculum.
2. The establishment of a readiness program which will reduce our failure rate of poverty children by fifty percent in first grade.
3. A rise of .5 grade equivalent in the median score of our Lee-Clark Reading Readiness Test.
4. Implementation of the Frostig or a similar test for diagnosing learning disabilities.

ACTIVITIES:

Our teacher, especially trained in early childhood education will co-ordinate the program's activities for the forty-five children. An aide with experience and college credit will assist the classroom teacher. Daily lesson plans will show a well-planned log of activities which will include but not be limited experience in art, music, language development, social development, physical growth, mathematics, and science.

Learning centers geared to the children's needs, abilities, and interest will supplement the organized and controlled learning activities of the teacher. The teacher will receive at least two days of in-service each year which is required in our school district. A visit to the kindergarten centers of the Southern Fulton Schools or the Hagerstown Public School will be a part of the three additional in-service days available to all employees of the Forbes Road District.

Project Title: Open-Ended Early Childhood Education

State Project Number 73055

EVALUATION DESIGN:

Evaluation methodology will be of two types, both of which are highly respected. First, cognitive achievement measures will be employed using standardized tests in basic skill development areas. Results will be compared to district and national norms. Conferences with parents and teachers will help evaluate the attitudinal changes which have been affected by this project.

The project co-ordinator will be in contact with Department of Education for help in areas of evaluation. Additional help has also been offered by Dr. William Smith, Elementary Education Chairmen of Shippensburg State College.

FINDINGS TO DATE:

There is statistical evidence in neighboring school districts and the nation which indicate that children with some type of early childhood training are better adjusted to the formal school situation than children who do not have this experience.

During the registration of the Early Childhood Program children in the Forbes Road School District, an unbelieveable interest was shown by all parents in this program. Observations of the teachers' attitudes concerning to the Early Childhood Program are very encouraging.

DISSEMINATION PLAN:

Parents, teachers, and the school board will be kept informed of any pertinent information concerning the project by the co-ordinator, Clyde O. Booth, through the use of memorandums, teacher meetings, Parent Council meetings, newspaper articles, and reports given at public meetings and at the school board and Parent-Teacher Association meetings. The co-ordinator will confer with the Division of Early Childhood Education for technical assistance and dissemination of the information as the need arises.

PROGRESS TOWARD ADOPTION:

Because of the enthusiasm created by the Early Childhood project, the school board has authorized the architect to include a kindergarten room in the new addition that is being planned for our Wells-Taylor Elementary School. There will be no application made for an additional year of funding since the local board of education plans to add kindergarten to the school districts' curriculum for the 1975–76 school year.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency	Montgomery County Intermediate Unit	**State Project Number**
Address:	6198 Butler Pike, Blue Bell, Pa. 19422	
Project Director	Robert Burger	74001H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Model for TMR Employment

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date ________________ **Projected Funding Level for total project period** ________________

TARGET POPULATION:

The school personnel conducting prevocational or vocational programs for trainable mentally retarded students throughout the Commonwealth of Pennsylvania will be served by this project.

MAJOR OBJECTIVES:

Project objectives include a review of literature, the development of task analysis training techniques, the compilation of a procedural manual and a job placement guidebook, the development of in-service training procedures and the codification and dissemination of prevocational and vocational training techniques for trainable mentally retarded students.

ACTIVITIES:

The project will be used to gather information concerning prevocational and vocational goal setting and training of trainable mentally retarded students. This information will be put in a form useable for in-service and workshop training of supervisory and classroom personnel. Cooperating agencies which receive this training will then provide evaluative feedback to the project about both task analysis and training techniques. This feedback will be collected, edited and disseminated to participants, and all project information will be codified in a form that is publishable (i.e., monograph).

EVALUATION DESIGN:

The evaluation design will include summative and formative phases. A combination of locally constructed questionnaires and voluntarily arranged on-site visits by selected experts are to be used to provide feedback for the two main types of evaluative phases.

DISSEMINATION PLAN:

Initially project information will be disseminated through in-service activities. As grant findings are generated they will be submitted to professional organizations (eg. AAMD, CEC etc.) for presentation at national meetings. During the second year of the project, newsletters and other descriptive information will be sent to appropriate agencies across the Commonwealth in order to create initial interest in the inservice capabilities and resources of the project. Selected training techniques and task analysis information will be available on film and/or video tape, becoming part of the materials and information holdings of the project. Eventually, job analysis information and supporting resources will become available through a computer based system being developed by NRRC/P.

Local Educational Agency	Montgomery County Intermediate Unit	**State Project Number**
Address:	198 Allendale Road, King of Prussia, Pa. 19406	
Project Director	Richard R. Brickley	74002

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Resources in Support of Education (R.I.S.E.)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	6/30/75	75,000.00	1974	75,000.00
TOTAL					

Proposed Termination Date 6/30/74

Projected Funding Level for total project period 75,000.00

TARGET POPULATION:

Educational practitioners (board members, administrators, curriculum personnel, federal project personnel and teachers) in the public and non-public schools of the Commonwealth benefit from the services of R. I. S. E. through a state-wide educational information network which utilizes Intermediate Units as the linkage process to local districts. In addition, the project serves the staff of the Pennsylvania Department of Education through the Bureau of Planning and Evaluation.

MAJOR OBJECTIVES:

The general objective of the project is to bridge the gap between the research and development sector of the educational community and those practitioners in the schools charged with decision-making responsibilities affecting the quality of education by providing a responsive dissemination service. Specifically, the objectives include the maintenance of a specialized resource intended to provide a research oriented information base (library) and appropriate retrieval capabilities, the development and implementation of programs which will make it feasible for personnel of the educational community to requisition information appropriate to their professional role from sources capable of providing that information adequately and in timely fashion, and the continuing development of a state-wide dissemination network in connection with the Pennsylvania Department of Education.

ACTIVITIES:

Project activities during the current year are designed so as to capitalize on existing resources. Project objectives focus on activities directly related to research information and its utilization, particularly in areas of high priority to the Pennsylvania Department of Education, such as Long Range Planning and Educational Quality Assessment. In-service training and evaluation services are specialized and are restricted to functions where they bear a direct relationship to requirements of a state-wide nature and to the project and Title III research information background. Within the contexts suggested above, project activities were structured to provide diversified output responsive to particular demands of a given user group. The conventional R. I. S. E. output is a report on a survey of the literature which includes a bibliography and copies of relevant research report documents. Production of these reports will continue, but in addition, outputs of other kinds are emphasized. In addition to manual retrieval, R. I. S. E. operates a DIALOG computer system for information retrieval from the ERIC and CIJE collections. An effort will be made to expand holdings in the are of curriculum, such as the UNIPAC collection of 4000 individualized learning packets. At its most basic level, a R. I. S. E. response to an educator's question might be a one-page summary of resources for location of information. At another level, a one-page synthesis of recent research might be prepared. In other cases, background material for periodical articles or the content of a newsletter in a

Project Title: Resources in Support of Education (R.I.S.E.)	**State Project Number** 74002

specialized field will be provided. On a most complex level, exhaustive reviews of the literature on a specific topic will be generated. External agencies will be brought into cooperative arrangements to conduct specialized workshops in such areas as management techniques, remediation of reading difficulties, or the learning characteristics of specific types of children.

EVALUATION DESIGN:

Evaluation methodology and procedures will function at two levels. Internal evaluation will deal with the assessment of the quality of output materials produced by R. I. S. E. External evaluation will deal with client groups, their information requirements, and the value they place on the outputs of the R. I. S. E. program. On-site visitation and evaluation programs of the Pennsylvania Department of Education will also be a part of this program. The project engages in an annual state-wide study of information needs of all levels of educators in the Commonwealth.

FINDINGS TO DATE:

Not applicable.

DISSEMINATION PLAN:

Primary dissemination of the nature and role of Project R. I. S. E. will be carried out by wide distribution of a brochure, newsletters, presentations by project staff at local and state conferences, opportunities for orientation visits to the center, and in-service sessions. In addition, information about the project will be distributed to potential contract clients, and to all Bureau, Office and Division Heads in the Pennsylvania Department of Education.

Date completed or revised: 7/1/74	**Completed by:** Richard R. Brickley	**Phone:** (215) 265–6056

Local Educational Agency	West Shore School District	**State Project Number**
Address:	100 Hummel Ave., Lemoyne, Pa. 17043	
Project Director	Dr. Robert B. Cormany	74003G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Counseling and Guidance: Status and Needs

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/74	8/31/75	31,975.00	1974	31,975.00
TOTAL					31,975.00

Proposed Termination Date 8/31/75

Projected Funding Level for total project period 31,975 00

TARGET POPULATION:

The total student population of the West Sho[illegible]chool District, both public and secondary, are the target population of this project. Enrollment for the 1973–74 school year is 9876 public school and 990 private school students of which 99 percent are Caucasian. The socioeconomic status of the district is primarily middle class with pockets of lower and upper class residential areas.

There are 13 secondary and 2 elementary counselors in the district supervised by a Director of Pupil Services.

The northern half of the district is suburban residential, while the southern half is sem-rural with some light industry. There are 2 senior high schools, 3 junior high schools and 12 elementary schools within the district as well as 1 non-public highschool and 1 non-public elementary school.

MAJOR OBJECTIVES:

The general objective of the project is to carry out an indepth evaluation of the guidance services provided for the community and to develop a written program of guidance services based on the assessed needs of the district. The objectives of the project are as follows:

1. To prepare survey instruments for gathering data on the status and needs of a program of guidance services.
2. To prepare a descriptive summary of the results of the survey which will provide a basis for comparing one district's program of guidance services with a composite of the results from a stratified sample of other districts.
3. To gather objective data from parents, students, educators and community agencies concerning the effectiveness of guidance services in their schools and the need for increased or reduced services in specific areas.
4. To compare the results obtained in the West Shore School District with results from a random sample of other districts in Pennsylvania.
5. To write clear, measurable objectives for a coordinated program of guidance services.
6. To write a series of activities that will lead to the accomplishment of the previously prepared objectives.
7. To write a scheme for evaluating the successful completion of each objective.
8. To initiate the written program of guidance services within the district.

Project Title: Counseling and Guidance: Status and Needs	**State Project Number** 74003G

ACTIVITIES:

An advisory board will be selected to oversee the conduct of the project and to review the results of each stage of the project. These board members will be drawn from the staff of the West Shore School District and major professional organizations which would be willing contribute of their time and manpower to help with the project. A research specialist will be hired to develop the survey instruments in cooperation with the project director and staff of the district. The instruments will be administered to a random sample of students, parents, educators and community agency personnel within the West Shore School District and in a stratified sample of districts within the state. When the survey instruments have been returned and their data recorded, the research specialist will analyze the data and prepare a summary for dissemination. On the basis of this information the staff will undertake the development of objectives, activities and evaluative methods for a coordinated program of guidance services. The final results will be presented to the administration and board of the district along with recommendations for implementation. These results will also be widely disseminated to districts and professional organizations for the universal value of the comparative data collected.

EVALUATION DESIGN:

The advisory board will form a major evaluation component for the study. These expert consultants will review the progress of the study at the end of each critical phase and make suggestions for improvement before the project proceeds. Much of the evaluation will be based upon the existence of certain written segments of the program such as the survey instruments, objectives, analysis of data and recommendations.

DISSEMINATION PLAN:

Continual use will be made of the mass media to disseminate information to the public as the project progresses. Reports will also be published in the journals of the professional guidance organizations in the state. At the termination of the project written copies of the results will be made available to each school district in Pennsylvania as well as the professional organizations. Should the data permit, articles will be prepared for national journals as well.

Date completed or revised: 6/24/74	**Completed by:** Dr. Robert B. Cormany	**Phone:** 717–761–1971

Local Educational Agency Montgomery County Intermediate Unit
Address: 6198 Butler Pike
Project Director Marshall H. Siegel

State Project Number 74004H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Parent Training – Speech, Language, & Hearing

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
New	7/1/74	6/30/75	40,000	1974	40,000
TOTAL					

Proposed Termination Date 6/30/74
Projected Funding Level for total project period 120,000

TARGET POPULATION:

Parents with children who have a speech, language, and/or hearing impairment will receive this parent training program. There are currently 3,572 children enrolled in the Montgomery County Intermediate Unit Speech, Language, and Hearing Program.

MAJOR OBJECTIVES:

The major objectives of this proposal are as follows:

1. To develop a program of parent training for the parents of speech, language and hearing impaired children
2. To implement a parent training program using the above material
3. To print a detailed curriculum manual derived from the three year project

ACTIVITIES:

The major activity for this proposed project is to develop and present a parent training program to parents who have children with a speech, language, and/or hearing impairment.

A project coordinator will develop and write the program. The coordinator will provide inservice to the Intermediate Unit staff of clinicians so that a coordinated effort will be made to effect as many parents as possible. Inservice will also be provided to the local school districts who will be receiving the program so that they will be informed of the objectives and can assist in recruiting parents. The coordinator will consult with authorities in the various areas represented in educating parents to the speech, language, and hearing disorders. These consultants will be medical doctors, psychologists, audiologists and speech pathologists with expertise in parent training.

Local Educational Agency **Address:** **Project Director**	Montgomery County Intermediate Unit No. 23 6198 Butler Pike, Blue Bell, Pa. 19422	**State Project Number** 74005H

*LEA Acting on behalf of itself and Intermediate Units 4, 5, 6, 7, 8, 27 & 28

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pennsylvania Accelerated School Success (II)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source*	Total Approved Budget Amount by Funding Period
	From	To			
New	8/1/74	8/1/75	$170,000	1974	$170,000
TOTAL					

Proposed Termination Date 8/1/75

Projected Funding Level for total project period $170,000

TARGET POPULATION:

Thirty-four thousand, one hundred forty speech, fluency and language handicapped public school children in the State of Pennsylvania will receive direct services from this project. The students will be selected based upon their performance on program criteria tests in the areas of articulation, fluency and language disorders. All students will be from a population which is regularly assigned to 800 teachers. All teachers will be trained and certified in the use of special language and articulation programs and 10 percent will be trained in the fluency programs which have been developed and tested over the past five years.

MAJOR OBJECTIVES:

The major objective is state wide implementation and local operation of new habilitative procedures. Other objectives include direct services to 34,140 speech, fluency or language handicapped school children; training and certification of 800 teachers to administer the program; training and certification of teachers in each IU to train others so that they may become candidates for certification. All certified personnel are to be registered in the national directory and thus, become an integral part of the national network of certified persons qualified to administer specialized programs in language, fluency and articulation.

ACTIVITIES:

The project services to participating Intermediate Units will be carried out over a four year period. During this period the different regions will be sequenced into an activity schedule that has 6 major divisions. They are: (1) intensive training workshops – approximately 72 for the project – to train professionals in the use of the materials, (2) meeting the requirements of certification for users and trainers to insure high quality control of program administration, (3) direct services to speech, fluency and language handicapped school children throughout the state, (4) data collection for monitoring teaching effectiveness and student progress, (5) analysis of results in terms of achievement of stated performance and behavioral objectives, (6) a turnkey operation to best control the operation of the project activities in the local educational administrative units.

EVALUATION DESIGN:

Teachers will turn in data and score sheets for each session for each student to project staff. This data will be stored and reduced via computer facilities. Two classifications of analysis will be made from the data. The first is the pre-post criterion test scores. These will be obtained for each student in individual performance target areas of either articulation, fluency or language. Analysis of these data and comparison of obtained results with stated norms of program operation will involve approximately 600,000 discrete behavioral objectives. These two areas of evaluation will permit accurate statistical evaluation of the validity of the program administration procedures and the impact of the programmed training upon the target performance criterion of the students.

FINDINGS TO DATE:

Findings from research and development of the procedures can be found in the following publications: Gray, B., and Ryan, B., Language Training Through Programmed Conditioning, Research Press: Champaign, Illinois, 1973; Fygetakis, L., and Gray, B., Programmed Conditioning of Linguistic Competence, Behavior Res. and Ther., 153–163 1970; Gray, B. & Fygetakis, L., The Development of Language as a Function of Programmed Mediated Language Acqusition for Dysphasic Children, Behavior Res, and Ther., 6, 263–280, 1968; Gray, B. Language Acquisition Through Programmed Conditioning, in R. Bradfield (Ed) Behavior Modification – The Human Effort, Dimensions Press; San Rafael, California, 1970. Current findings to date cover 5 years of operation and 107,500 instructional hours of operation involving 4.2 million recorded responses.

In addition, a pilot project of this present project entitled, "Modification of Children's Oral Language" ESEA Title III Project 48-71015-60-04-17 carried out in IU No. 16, 18 & 29 under the direction of Dr. James Bryden of Bloomslburg State College was designated as an exemplary project at both state and national levels.

DISSEMINATION PLAN:

Certified users and trainers resulting from this project will be able to make their services available to train and/or consult with other interested professionals throughout the state. Appropriate use will be made of professional and public media for communication of project activities.

PROGRESS TOWARDS ADOPTION:

All participating Intermediate Units have agreed to consider adoption of project activities.

Local Educational Agency	Montgomery County Intermediate Unit	**State Project Number**
Address:	6198 Butler Pike, Blue Bell, Penna. 19422	
Project Director	Dr. Libby Goodman	74006H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Curricular Development of Secondary Learning Disabilities

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/1/74	7/31/75	55,000	1974	55,000
TOTAL				55,000		55,000

Proposed Termination Date 7/31/77

Projected Funding Level for total project period 165,000

TARGET POPULATION:

Though the project is concerned with the development of secondary level programs for learning disabled adolescents, during the initial developmental year, students will not be directly involved. As a result of the first year efforts, model classroom programs will be initiated during the project's second year.

MAJOR OBJECTIVES:

The overriding purpose of this project is to meet the educational needs of secondary level students with learning disabilities through the development and implementation of innovative classroom programs. More specifically, the project objectives for the first year are as follows:

1. to develop a rationale for secondary learning disabilities programs and to put forth curricular guidelines for model secondary learning disabilities programs.
2. to conduct a county-wide needs assessment in order to determine the extent of the learning disabilities problem in our secondary school population and to identify candidates for participation in a model classroom program, and
3. to disseminate the first year products at the local and state levels and to publicize the project at state and national conferences.

In subsequent years, the project objectives will focus on program implementation and evaluation.

ACTIVITIES:

During the first development/planning year, project activities will focus on review and analysis of current programs and research relevant to the topic of concern and examination and identification of the scope of the learning disabilities problem within the secondary schools of Montgomery County. A symposium, "Learning Disabilities in the Secondary School, " is planned for fall of 1974. A group of noted scholars and educators will be asked to prepare and present position papers reflecting his or her area of competency and its relation to secondary programming for handicapped students. The information derived from the comprehensive literature and program reviews and the symposium proceedings will be the basis for a statement of philosophy/rationale for secondary learning disabilities programs and the development of curricular guidelines for model programs.

A second, but equally important, first year activity will be the identification of learning disabled adolescents in our junior and senior high schools. To this end the project staff will enlist the aid of the psychological services personnel of our local school districts and the Montgomery County Intermediate Unit.

Project Title: Curricular Development of Secondary Learning Disabilities	**State Project Number** 74006H

Throughout the duration of the project, the staff will make a concerted effort to maintain a liaison with local and state personnel so as to facilitate acceptance and expansion of the program. At the end of the first year, a meeting of local and state level representatives will be held for the express purpose of disseminating first year products and to encourage an exchange of information, reactions, and ideas on a personal level with both school and state officials.

EVALUATION DESIGN:

Preliminary plans for evaluation provide for continuous assessment throughout, from the initial phase of needs assessment and program formulation to final program completion. As the nature of the project objectives vary from those of procedure to those concerned with specific outcomes, the decision was made to incorporate strategies for both formative and summative evaluation. In this manner, the effectiveness of both the process and product will be evaluated.

Formative evaluation will demonstrate if the guidelines and timelines are being carried out and, in addition, the effectiveness of the project activities. The data derived from the formative evaluation thus provides the basis for modification and/or improvements in the program at any point along the way rather than commiting the project to an unalterable, possibly unproductive, course. Summative evaluation will focus on terminal outcomes, namely the effectiveness of the experimental program. While formative evaluation will be employed every year, summative evaluation will be applied only during the second and third year.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

A considerable portion of each yearly budget has been earmarked for the express purpose of duplication and dissemination of the products developed. The first year products shall include the following: Programs for Learning Disabled Students in our Secondary Schools: A Rationale for Program Development and Implementation. Learning Disabilities Identification/Screening Procedure for Secondary Schools. Curricular Guidelines for Learning Disabilities Program at the Secondary Level. Needs Assessment Report. Model Program Description.

PROGRESS TOWARD ADOPTION:

The preliminary project proposal was approved by the Montgomery County Intermediate Unit School Board on March 28, 1974. The substantiating document is scheduled for board action on July 24, 1974 and shall then be forwarded to Pennsylvania Department of Education.

Date completed or revised:	Completed by:	Phone:

Local Educational Agency Hazelton Area School District
Address: Green and Laurel Streets, Hazleton, Pa. 18201
Project Director Frank Dushanko

State Project Number 74007H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Social Mainstream for Trainables

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	6/30/75	14,570		$14,570
TOTAL			14,570		$14,570

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Students in the elementary, intermediate, and secondary trainable mentally retarded classes in the Hazleton Area School District are the target population for this project. The students range from six to twelve years in the elementary class, 13 to 15 years in the intermediate class, and 16 to 21 years in the secondary class. The total enrollment of the trainable mentally retarded classes is 36 Caucasian students. These three trainable mentally retarded classes contain all the school age trainable students in the District.

There are presently three full time teachers and three full time aides that are with the children throughout the school day that will participate in this program. Other staff that will be involved are one swimming instructor, one life guard, one game room instructor, five additional aides who will work part-time throughout the program, plus any volunteers that would be interested in working with trainable mentally retarded children. With this number of staff members there will be a two to one student to staff relationship at all times during the program.

The socio-economic status of the families in this District range from low to upper class.

MAJOR OBJECTIVES:

The major objectives built in the Social Mainstream for Trainables program deal with leisure time activities for the trainable mentally retarded student. Specifically the major objectives are:

1. To teach the trainable child to participate in leisure time activities.
2. To expose the trainable student to community leisure time activity centers.
3. To give the trainable student more exposure to the mainstream of society through leisure time activities.
4. To give society more exposure to citizens who have traditionally been deprived of their rights.

ACTIVITIES:

Program activities will take place in three major community centers. The students will participate in programs set up in the YM-YWCA. Students will be able to enjoy themselves in a comfortable swimming pool environment. Instructors and aides will help students to overcome fear of water and work on a developmental program. We will also utilize all game rooms and the various equipment set up in the YM-YWCA. Students will be able to learn basic game techniques and enjoy the benefits of participating in games which they have not had the privilege of participating in prior to this program. Instructors and aides will help students master basic game skills.

Project Title: Social Mainstream for Trainables	**State Project Number** 74007H

Another community leisure time center which the students will visit is the bowling alley. Here the students will learn basic rules and techniques in bowling. Instructors and aides will help students to familiariz themselves with all facets of bowling.

Skating will complete our list of community activities centers in this program. Again trained instructors and aides will help the students feel comfortable while learning the basic skills of roller skating.

The students will meet new people and make many friends through this program in our community.

EVALUATION DESIGN:

The evaluation will consist of having the student actually demonstrate proficiency and mastery of basic game skills that can be observed and reported through pre-project and post-project observations, recordings, and evaluation checklists. Pre and post project surveys of student acceptance of leisure time recreational area will be made. Parent reaction to the child's growth due to the project will also be surveyed. Program evaluation will be made by community leaders directly or indirectly involved in the project.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

A complete report of the results of the project will be made to all interested persons or organizations. Speaking engagements and slide presentations will be arranged for groups that may be interested. Reports will be made to retarded children organizations such as NARC, PARC, LUZARC.

Date completed or revised: 9/15/74	**Completed by:** Diana Walck	**Phone:** 717–455–2292

Local Educational Agency	Harrisburg School District	**State Project Number**
Address:	1201 N. 6th Street, Harrisburg, Pa. 17105	
Project Director	Peter F. Flynn	74008G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Successful Counseling for the Middle School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/15/74	6/30/75	48,354	1974	48,354
TOTAL			48,354		48,354

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** __________

TARGET POPULATION:

Students in grades 6, 7 and 8 of the Harrisburg Middle School are the target population of this project. Enrollment for the upcoming year will be approximately 2,600 students, of which about 70% are Black, 28% are White and 2% Spanish surname. The socio-economic status of the families of the students is primarily lower and lower middle . For the 1973–74 school year there will be about 175 staff members assigned to the Middle School, including a Principal, 6 Assistant Principals, 10 Counselors, 5 Team Leaders, 5 Teaching Coordinators and upwards of 140 teachers. The community is urban, the capital of the Commonwealth, with a population of 68,000. The school district has an enrollment of 11,000 students with a professional staff of 600 dispersed among 5 Early Childhood Centers, 6 Elementary Schools, 1 Middle School (2campuses), 1 High School (2 campuses) and several satellite programs.

MAJOR OBJECTIVES:

The overall objective of the project is to prepare leadership staff who will in turn prepare staff of the new Harrisburg Middle School to conduct classroom discussions based on the ideas of reality therapy, career education and intergroup relations. More specifically, the project will be providing staff with skills in

1) conducting classroom discussion in a non-threatening, non-dogmatic fashion
2) making more accurate assessments of total student growth, and
3) teaching colleagues new skills in relating to students in positive manner.

ACTIVITIES:

Project activities will include an intensive week of workshops on reality therapy, classroom meetings, career education, value-sharing and intergroup relations. This will be followed by four weeks of conducting classroom meetings with students and analyzing and developing staff competencies. During the school year classroom meetings will be held by staff with all 6th, 7th and 8th grade students on a daily basis. Consultants from Educator Training Center will participate in the initial week, the fifth week and two follow-up sessions during the school year.

Local Educational Agency Allegheny Intermediate Unit
Address: Suite 1300, Two Allegheny Center
Project Director Ronald E. Galbraith

State Project Number 74009

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Responsible Citizenship Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Reg.	7/1/74	6/30/75	55,000	1974	$55,000.00
TOTAL			55,000		$55,000.00

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** ____________

The test scores on Goal V (Good Citizenship) of the Pennsylvania Educational Quality Assessment (EQA) instrument have been consistently low throughout Pennsylvania. Recent research has indicated that students may develop their thinking about social and civic issues by engaging in classroom discussions of "dilemma situations." The RESPONSIBLE CITIZENSHIP PROJECT will determine if this particular teaching process can make a difference on the Pennsylvania EQA test scores in the areas of self-understanding (Goal I), interest in school and learning (Goal IV), and good citizenship Goal V).

The project staff will coordinate the four major tasks of the project: 1) student materials will be written or adapted for use in the different ninth grade social studies curricula currently used in the participating schools; 2) selected ninth grade social studies teachers will be trained to lead classroom discussions of moral issues focused on citizenship; 3) an alternative "citizenship" instrument which considers the "developmental" aspect of student reasoning about issues of citizenship will be designed and tested; and 4) the evaluation of the project will be conducted based on extensive pre and post testing of two representative samples of students.

Local Educational Agency	Central Susquehanna Intermediate Unit	**State Project Number**
Address:	Box 213, Lewisburg, Penna. 17837	
Project Director	Dr. Carl W. Pepperman, Director, Pupil Personnel Services	74010G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Career Development Guide Field Testing

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date ______________ **Projected Funding Level for total project period** ______________

TARGET POPULATION:

Students in grades K–12 in 15 districts across the state of Pennsylvania will be participating in the field testing of the Pa. Career Development Guide. Participant enrollment for the year is approximately 8,500 students in these districts. There are normal, schoolage students involved; handicapped and disadvantages have been included in another project.

MAJOR OBJECTIVES:

Goals

1. To train teachers and counselors from all project schools in career development theory and curriculum development systems.
2. To assist in the initiation of career development programming in all project schools.
3. To evaluate the effects of career development programming upon the students.
4. To assist personnel from project schools in the further demonstration and dissemination of the Career Development Guide and appropriate implementation methodologies.
5. To determine the content validity of the Career Development Guide.

Objectives

1.1 After participating in a week-long workshop on career development and curriculum development participating teachers will demonstrate an increase in knowledge of career development as measured by staff developed instruments.

1.2 After instruction in career development theory and curriculum development systems, participating teachers and counselors will design either an individual or district strategy for implementing the career development guide, to be approved by workshop staff at the completion of the workshop.

2.1 After attending the summer 1974 Penn State workshop and becoming proficient in carrer development, the CSIU Career Education Specialist will visit each school at the beginning of the 74–75 school year to aid in implementation of the school's activities.

3.1 After participating in the Career Development Guide Field Testing Project during the 74–75 school year students will increase in their knowledge of career development and vocational awareness as measured by the instruments developed for Goal 8 of the Educational Quality Assessment.

Project Title: Career Development Guide Field Testing	**State Project Number** 74010G

4.1 After receiving assistance from the project staff during the school year, the district personnel will become better able to implement the appropriate methodologies of the Career Development Guide as measured by the progress of their field testing as determined by the project evaluation team.

4.2 After several months of field testing proposed strategies, participating counselors and teachers will meet regionally to give progress results and to solicit additional assistance from the project staff.

4.3 After attending the Penn State Summer Workshop, participating districts will form advisory committees of 5–7 adults as well as student representatives.

5.1 During the first year of the project, the Career Development Guide will be evaluated for content and cost effectiveness in terms of the cognitive and affective variables which it purports to contain.

ACTIVITIES:

1. A workshop week of training in career development theory and curriculum development systems for representatives of the participating districts.
2. On-site visits to each participating school district by the CSIU Career Education Specialist(s) and the PDE Vocational Guidance Consultants to assist in the implementation of the Career Development Guide activities and strategies in the beginning of the 74–75 school term.
3. Follow-up and evaluation visits by the CSIU Career Education Specialist(s) and the PDE representatives to each participating district at least two additional times during the 74–75 school year.
4. Assistance to the participating districts during the 74–75 school year in the district's implementation of the Career Development Guide.
5. Continuing evaluation of the students in the participating districts to determine the effects of the career development programming.
6. Assistance in the demonstration and dissemination of the Career Development Guide and appropriate implementation methodologies.
7. Assistance in conducting local district inservice workshops in career development to enable these districts to "multiply" the number of staff who are trained in career development.
8. Two regional follow-up meetings will be held to assist and support implementation strategies.
9. Each participating counselor and teacher, will write a viable implementation strategy which they can utilize during the 1974–75 school year.
10. Advisory committees will be formed in each district.
11. Monthly reports will be submitted to the project director to determine the effectiveness of the field test strategies.
12. Video tapes will be made during on-site visits to aid in dissemination.

EVALUATION DESIGN:

Separate pre and post tests will be administered to both teachers who are to be trained and to the students in their districts. In addition each teacher will submit a monthly report on activities tried and an evaluation of the same. Periodic on-site visits will be made by staff members to determine on-going effectiveness. Each school will, in addition, conduct their own evaluation which will be consistent with their individual objectives.

FINDINGS TO DATE:

A limited pilot of the first draft of the Career Development Guide suggests that it has considerable potential for helping teachers in implementing a wide range of career awareness exploration activities for students at all grade levels.

DISSEMINATION PLAN:

Information on the Career Development Guide Field Testing will be disseminated through several of the ways described in the CSIU's SPREAD THE WORD. One of the specific areas to be completed is the production of four video tapes describing the field testing project activities. Other means of dissemination would be through periodic newsletter and press release information.

PROGRESS TOWARD ADOPTION:

In relation to the findings noted above, we also have very discernible indications that the concepts and activities are generally accepted by teachers and counselors.

Date completed or revised: 6/28/74	**Completed by:** Dr. Carl W. Pepperman	**Phone:** 717–524–4431

Local Educational Agency Carlisle Area School District
Address: 623 West Penn Street, Carlisle, Pa. 17013
Project Director J. Wesley James

State Project Number 74011G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Initial-Transitional Elementary Supportive Services

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/74	6/30/75	$37,390.15	1974	$37,390.15
Cont.	7/1675	6/30/76	$27,750.00	1975	$27,750.00
Cont.	7/1/76	6/30/77	$13,875.00	1976	$13,875.00
TOTAL					

Proposed Termination Date 6/30/77

Projected Funding Level for total project period $79,015.15

TARGET POPULATION:

Initally students in grades K through 6 of the Carlisle Area School District attendance area are the target population of this project. Enrollment in the existing ten elementary schools during the current year (1973–74) is 3394 students, of which 94% are Cuacasian, 5% Negro and 1% of other ethnic origins. The transitional phases of the project will include as a target population students in the existing junior high school which accommodates 1075 students giving a combined student population of approximately 4469 students in grades K through 8.

There are presently 152 professional staff members assigned to the elementary schools, including 10 full-time admininstrators. Existing counseling related staff members consist of one psychologist and one home-school visitor whose services are shared with the secondary and one home-school coordinator who works with the three economically deprived elementary schools of the district.

The latest census figures indicate that 27,500 people reside in the area serviced by the project including two boroughs and two townships. The school district has an enrollment of 6509 students with a total professional staff of 384. Plans are currently being formulated for two middle schools to accomodate grades 6, 7 and 8 by 1978. In addition a K–8 non-public school is located in the community.

MAJOR OBJECTIVES:

The general objective of the first year of the program is to:

1. Provide a model for initiation of a developmental guidance and counseling program in grades K through 6.
2. Provide a model for in-service training of school personnel to increase awareness of developmental tasks of pupils.
3. Provide new programs of community and parental involvement in the elementary program.
4. Assist in the transitional planning for supportive services as the district develops a middle school program.

ACTIVITIES:

Project activities during the first half of the program will focus on a needs analysis of existing program and development of objectives, rationale and priorities for elementary counseling. The second half of the year will be devoted to developing and conducting model in-service workshops for selected teachers and parental groups. The second year of the project will be devoted to operational activities involving the implementing of the organized, planned program of assisting students and staff.

Local Educational Agency	East Pennsboro Area School District	**State Project Number**
Address:	890 Valley Street, Enola, Pa. 17025	
Project Director	John D. Jenkins	74012G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Sequentially Developed Career Awareness Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	8/1/74	6/30/75	21,733.72		
TOTAL					

Proposed Termination Date ________________ **Projected Funding Level for total project period** ________________

TARGET POPULATION:

The total pupil enrollment of the East Pennsboro Area School District is 3,352. The overwhelming majority of these students are Caucasian with less than 5% comprising other ethnic origins. The socioeconomic status of the families in the school district is primarily of middle class composition.

There are approximately 168 professional employees in the school distirct. In addition, there are 12 full time administrators, 10 paraprofessionals, and 21 non-professional parent volunteer which complement the professional staff.

The school community is suburban to Harrisburg, the State Capital, and the major industry is railroad distribution. A significant percentage of people are employed by the federal and state governments and others are employed in local industries and small businesses. There are 5 schools in the district, 3 of which are elementary schools, 1 is a middle school which includes grades 5–8, and 1 senior high school which includes grades 9–12.

MAJOR OBJECTIVES:

The basic objectives of this project will be:

1. To develop learning experiences which will actively involve pupils in grades K through 12 in processes which are useful in making career choices;
2. To develop and provide experiences so that each pupil will perceive the relationship between education and life roles;
3. To make available to each pupil information on the wide range of careers;
4. To provide experiences which will enable each pupil to perceive processes in production, distribution and consumption relative to his or her economic environment.

The behavioral objectives for pupils will be:

1. As a result of this sequential career awareness program the pupil will recognize the relationship of his or her interests, aptitudes and achievement to the realization of his or her career goals;
2. Furthermore, the pupils will understand, accept and respect his or her own uniqueness as a result of learning, growth and maturation;
3. As a result of the learning experiences provided, the pupil will learn to establish, however tenative, personally relevant goals.

Project Title:	Sequentially Developed Career Awareness Program	**State Project Number** 74012G

ACTIVITIES:

The Career Awareness Program will be patterned after successful career models already established throughout the country and with certain considerations and adaptations for local needs as well as a thorough review of current literature on the subject. The resource center will be organized in such a way as to fully utilize audio visual and written materials available for this purpose.

On site visitations by staff members will be arranged during the development of the program. Guidance counselors, teachers, and administrators have already attended conferences concerned with career awareness in Ohio, New York and Pennsylvania during the past two years; and the professional literature available through NEA, RISE, ERIC, etc. has been reviewed.

This project was jointly planned with administrative, teacher and citizen representatives. In addition, the school district counseling staff attended conferences and visited other career awareness programs throughout the 1972–73 school year. Non-public institutions have been invited to share in the project.

The program will be developed in 3 stages. Elementary grades (K–4) will focus on career awareness; the middle school (5–8) will emphasize career exploration; the senior high school (9–12) will stress career specialization.

An intensive in-service program for teachers and counselors has been organized in order to provide a variety of strategies and techniques toward the implementation of the program design. These in-service sessions will be continuous and will enlist the expertise of a number of authorities and consultants. The mechanics of administering the activities will be the responsibility of the Director of Guidance for the school district. As the program develops procedures will be reviewed and modified and these activities will be carried out through the cooperative efforts of the coordinator, the guidance staff, and classroom teachers.

EVALUATION DESIGN:

The program will be evaluated in the following manner:

1. Attitude surveys will be administered to pupils at the beginning and end of each school year to determine the extent and nature of changes and attitudes;
2. A survey of dropouts in the senior high school will be continued to determine the cause of school dropouts and to understand the extent of the influence from the career awareness program;
3. An assessment of attendance will be undertaken at the conclusion of each school year and compared to attendance during the years immediately prior to the program's inception.
4. Pupils' stated career goals will be compared with those expressed prior to the program's inception;
5. Reports from employers will be used to gain impressions and information from a business and industry point of view.

DISSEMINATION PLAN:

Written information will be transmitted in local newspapers, brochures, and school district newsletters. Verbal dissemination will occur at workshops, conferences, visitations, and intermediate unit meetings. The senior high school audio visual club will be encouraged to develop a film presentation of the total program.

Date completed or revised:	7/11/74	**Completed by:**	John D. Jenkins	**Phone:**	717–732–1181

cational Agency Hempfield Area School District
R.D. No. 6, Box 76, Greensburg, Pa. 15601
ector Mr. Eugene Calabrase

State Project Number
74013G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

oject: Vocational Decision Making Program

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	9/1/74	8/31/75	$8277.70	1974	$8277.70
L				$8277.70		$8277.70

rmination Date 8/31/77 **Projected Funding Level for total project period** $15355.00

T POPULATION:

dents in grades 7, 8, and 9 at Wendover Junior High School are the target population for this pro-
ollment for this coming year (1974–75) is approximately 734 students of which 98% are Cua-
d 2% are Negro. The socio-economic status of the families in the attendance area is primarily of
nd upper-middle class composition.

e are presently 37 teachers, 1 guidance counselor, 1 assistant principal, 1 secretary, and 1 principal
o the school. The school building itself lies in a residential living area but draws pupils from semi-
s also. Wendover Junior High School is one of 4 junior high schools in the Hempfield Area School
hich has an enrollment of over 10,000 students.

OBJECTIVES:

broad objective of this project is to help pupils make better vocational decisions. More specifically,
tives are as follows: (a) each pupil will use the program and its resources, (b) each pupil will make
ocational decisions, (c) each teacher will use the program in developing career units, (d) each pupil
ess from a state of no choice to a state of choice through the use of the program, (3) each pupil
realistic choices about the area vocational-technical school, (f) each pupil will gain occupational
nowledge, and (g) parents and community personnel will be highly involved in the program.

IES:

ct activities will be directed toward the enhancement of vocational decision making. Each pupil
de level will participate in specified activities.

the use of very diversified audio-visual materials and equipment, resource texts, community
s, and school personnel, pupils will perform activities in accordance with the following general

rade: (a) exploration of self through work sheets, group counseling, and film strips, (b) explor-
b clusters through comercially printed resource materials.

rade: (a) exploration of work values and work ethics through group counseling, (b) exploration
ilies through audio-visual materials, and (c) composition of job descriptions on jobs within a job

rade: (a) job observations in the communities, (b) research papers on single jobs, (c) assessment
elation to vocations and future education, and (d) understanding of vocational decision making

fic materials such as Occupational Outlook Handbook, Career Boxscore, Occupational Briefs,
of Occupational Titles (3 volumes), and Penn Script Cards are only a few which will be used to
the above mentioned activities. Extensive use of audio-visual materials is also planned.

Project Title: Vocational Decision Making Program	**State Project Number** 74013G

EVALUATION DESIGN:

Evaluation methodology will be one of an on-going type. Evaluation of the project will be made through (a) surveys to determine percentage of student use, (b) questionnaire to determine reasons for use and extent to which the program met needs, (c) teacher questionnaire to determine usefulness of program as an aid to instruction, (d) community consultant evaluation form, (e) pupil evaluation form to determine if program aided in making vocational decisions, and (f) pre and post evaluation to determine occupational and self growth.

FINDINGS TO DATE:

No data availalbe at this time.

DISSEMINATION PLAN:

Through the Curriculum Council, the Intermediate Unit will be made aware of this project. Building principals will make the faculty at the other buildings aware of the project. All counselors will be invited to use the project in conjunction with their vocational units. Local newspapers will be contacted to publish articles concerning the set up and operation of the project.

PROGRESS TOWARD ADOPTION:

The guidance budget at Wendover Junior High School will provide the support needed to update materials.

Date completed or revised: 7/8/74	**Completed by:** Mr. Eugene Calabrase	**Phone:**

onal Agency Capital Area Intermediate Unit 15
26 North Ninth Street, P. O. Box 81, Lemoyne
or James P. McNamara

State Project Number
74014G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

t: Comprehensive Guidance In-Service Center

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/74	6/30/75	57,641.43	1974	$57,641.43
			57,641.43		

ination Date 6/30/75 Projected Funding Level for total project period $57,641.43

OPULATION:

imary job of the center is to access educators especially guidance counselors, to the wide range nd material resources necessary to serve students in the school setting more effectively. The erve a variety of purposes and needs by providing (1) a demonstration center for model innova- s and techniques in guidance, (2) a facility for pre and inservice training with an emphasis on experiences for counselors and teachers, (3) an organized system of guidance information acqui- issemination, (4) a comprehensive library of guidance resources and materials and (5) a clearing eas, issues and concerns relative to school guidance programs and the activities and services of the d Counseling Sections of the Department of Education.

JECTIVES:

o provide a demonstration center for model innovative activities and techniques in guidance.
o provide a facility for pre and inservice training with an emphasis on "hands on" experiences r counselors and teachers.
o provide an organized system of guidance information acquisition and dissemination.
o organize a comprehensive library of guidance resources and materials.
o bring about a clearing house for ideas, issues and concerns relative to school guidance programs d the activities and services of the Guidance and Counseling Sections of the Department of ucation.

S:

sist in the identification of model and exemplary programs and in modifying these programs to eet local needs.
fford access to educationally proven procedures and practices which exist in the commonwealth d other states.
ke available commercially produced guidance materials and resources and assistance in the ilization of these materials.
view the specimen sets of tests and evaluation materials and help in planning the school's essment program.
spond to the requests for staff development activities aimed at developing or upgrading profes- nal competence.
pply Department of Education a source of materials and focus for activities.

Local Educational Agency	McKeesport Area School District	**State Project Number**	74015G
Address:	402 Shaw Avenue, McKeesport, Pennsylvania 15132		
Project Director	Dr. Henry F. Durand		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Self Study of Counseling Services

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	8/1/74	6/30/75	12,350		$12,350
TOTAL					

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** ____

TARGET POPULATION:

Students in grades K–12, staff, administration, parents, and other relevant segments of the community (business, industry, and social agencies) are the target population of this project. Enrollment for the current year, 1973–1974, is 9,464 students, of which approximately 80% are Caucasian, 18% are Negro, and 2% from other ethnic origins. The socio-economic status of the families in the attendance area are primarily lower middle class and middle class in composition. There are approximately 550 professional staff members assigned to the district, thirteen principals, twenty-five para-professionals, and and equal number of non-professional parent volunteers that compliment the professional staff. The community is a microcosm of the city of Pittsburgh and is basically a steel town with other assorted industries supportive of the steel industry. The population is approximately 55,000. The School District is comprised of sixteen elementary schools, two junior high schools, and one comprehensive senior high school. In addition, 1,540 non-public school students, 1–12, are located within the District.

MAJOR OBJECTIVES:

The objectives of the self-study process are as follow:

A. To collect and analyze data from the guidance program's various publics:

1. To determine effectiveness of present programs as viewed by former and present students, teachers, administrators, parents, and relevant segments of the community.
2. To determine the nature and extent of gaps between apparent expectations of various publics and those of guidance staffs.
3. To determine needs to be met in order to narrow the difference in expectations of various sub-populations.
4. To determine the unique characteristics of student population and the community which call for particular objectives for the guidance department.

B. To develop program objectives, strategies, and methods of evaluation.

The McKeesport Area School District will prepare guidance program strategies to be employed for teaching the objectives. In addition, methods will be developed determing whether objectives have been met.

Project Title: Self Study of Counseling Services	**State Project Number** 74015G

C. To develop a plan for implementation of the revised guidance program.

The McKeesport Area School District guidance staff will formulate a plan of action ot implement the recommended expansion or modification of the local guidance program efforts.

ACTIVITIES:

Project activities during the year will focus on constructing a viable guidance program based on the assessed needs of the various publics which guidance serves. Basically, six types of activities will be utilized during the course of the project. Consultants will be used to help formulate instruments that will accurately measure the needs of different populations within the school district. The literature will be reviewed so that the project will have valid criteria and an effective design to obtain a meaningful final report. Data will be collected, analyzed, and reported from several populations, including former students, present students, teachers, administrators, parents, and relevant segments of the community. One specific measurement that will be critical to the study will be the discrepancy found between expectations of the various publics and expectations of the guidance staff. A revised guidance program will be formulated with revised program objectives, strategies, and methods of evaluation based on results of the self-study. Guidance personnel will also visit other exemplary guidance programs for the purpose of aiding in program formulation. Finally, a plan will be developed to implement the revised guidance program.

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency Harrisburg Public Schools
Address: 1201 North Sixth Street
Project Director William W. Murphy, Director Special Education

State Project Number
74016H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Comprehensive Education for Socially and Emotionally Disturbed Children

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date ____________________ **Projected Funding Level for total project period** ____________________

The CEED Program is an innovate approach to meet the educational and behavioral needs for children who have been legally identified as socially and emotionally disturbed.

The program was a direct result of a Needs Assessment Criteria in which target schools were selected. Administrators, guidance counselors, regular classroom teachers and Speical Education teachers participated in the questionnaire. As a result of the Needs Assessment, Attitudes and Values associated with the emotionally disturbed child were inconsistent and most of the responses had little understanding of this exceptionality.

The thrust and the vehicle for change was the creation of two resource rooms. One to be located in elementary school and the other in the new Middle School.

MAJOR OBJECTIVES:

Some of the major objectives for the Resource Room are:

1. To develop better in-service programs for total school in-service programs for total school staff in order that they gain better insight and understanding of the S.E.D. child.
2. To establish a procedural format to enable the S.E.D. to be integrated into regular educational programs.
3. To provide teachers of integrated regular classes ample opportunity and support for the development of curriculum models which will foster better understanding of the S.E.D. child.
4. Provide diagnostic and prescriptive services to the S.E.D. child and the teachers.

EVALUATION DESIGN:

Evaluation of the program will be designed to assess the extent to which we have achieved the individual objectives, as well as to determine the overall impact of the program on those being served; teachers, parents, and pupils. The specific evaluation design will be derived from the model by Stufflebeam. The first phase of the design will be a description of the program, second, the focus will be on process evaluation. The third major thrust of the design will include student evaluation. Student evaluation will be aimed at assessing the outcome of the program in terms of student growth, skills, attitude toward learning and parent feeling about the program.

Local Educational Agency	Conestoga Valley School District	**State Project Number**
Address:	2100 Horseshoe Road, Lancaster, Pa. 17601	
Project Director	Robert R. Cooper, Director of Pupil Services	74017G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Self Concepts/Career Resource Center (SCCAC)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/74	6/30/75	37,438		
Cont.	7/1/75	6/30/76	9,420		
Cont.	7/1/76	6/30/77	4,710		
TOTAL			51,568		

Proposed Termination Date 6/30/77 **Projected Funding Level for total project period** ____

TARGET POPULATION:

The centers will be located in the Junior High (grades 7 and 8, 630 students) and the Senior High School (grades 9 through 12, 1300 students).

Conestoga Valley Schools represents a rural – suburban community composed of a number of small towns and a larger number of suburban housing developments. For centuries, agriculture has dominated the economy. During the past several decades, however, the area has begun to experience some effect of urbanization and industrial take-over.

MAJOR OBJECTIVES:

The Self-Concept/Career Awareness Centers are being developed for four basic purposes:

1. To provide students easy access to current, factual information on career development.
2. To supplement career development materials with extensive self awareness/self concept materials.
3. To reduce professional staff time required to disseminate routine career information.
4. To make the teaching staff aware of the comprehensive career development process and to help them understand the important implications of the self concept.

Centers will be established in both the Junior High and Senior High Schools. Attempts will be made to introduce interdisciplinary approaches to classroom use of these materials.

ACTIVITIES:

Junior High: The Junior High CRC will be operated by the counselors in an area adajacent to their offices. Efforts will be made to co-ordinate the curriculum to include materials found in the Center. A major project will center on a career unit in eighth grade social studies, which will culminate in the students exploration of a specific career cluster.

Senior High: The CRC will be located in a remodeled stoarge room apart from the guidance suite. A para-professional will be employed full time to perform clerical responsibilities as well as assist students in locating materials. The guidance program at the Senior High has been revamped to enable us to assign a professional counselor Director's responsibility for the CRC. He will not only supervise the program, but select materials, offer orientation programs, conduct groups, develop materials, and offer in-service programs.

These major activities are planned to center on the CRC:

1. Student use by both individuals and groups.
2. Group counseling facilitated by a counselor.
3. Faculty in-service.

Local Educational Agency Center High School
Address: Baker Road Extension, Monaca, Pa. 15061
Project Director Mr. Joseph Zupsic

State Project Number 74018G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Exploration 10 – 12

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Guidance	8/1/74	7/31/75	$12,525.00	1974	$12,525.00
TOTAL					12,525.00

Proposed Termination Date 7/31/75

Projected Funding Level for total project period $12,525.00

TARGET POPULATION:

Students in grades 10, 11 and 12 of the Center Area School District attendance area are the target population of this project. Enrollment for the current year (1974–75) is 826 students, of which approximately 99 percent are Caucasian, and 1 percent are Negro. The socioeconomic status of the families in the attendance area is primarily of middle and upper-middle class composition.

There are presently 50 professional staff members assigned to the school including 2 full time administrators.

The community is suburban with large shopping malls. The population is 11,000.

The school district has an enrollment of 3,400 students, with a total professional staff of 149 dispersed among 2 elementary schools, 1 middle school, 1 junior high school and 1 senior high school.

MAJOR OBJECTIVES:

The general objective of the project is to develop an occupational resource center, supervised by the vocational counselor, so that we may strenghthen our students' freedom of vocational choice through appropriate information, education, and training. In behavioral terms, the objectives of the project are as follows:

1. Initiate and implement career resource center utilizing: (a) individual counseling (b) small group counseling (c) individual exploration.
2. Encourage staff to integrate the career resource materials with their specific subject area.
3. Implement a pre-and post-awareness inventory to assess the effectiveness of the program.

ACTIVITIES:

The thrust at the tenth grade level will be in career exploration by clusters. Students will be tested to determine their aptitudes and interests.

In the 11th and 12th grades, students will examine specific occupations within a cluster.

Students will utilize the career center during study halls or activity periods. The counselor will coordinate the center with the classroom teacher.

Small group meetings will be formed according to occupational clusters.

Other activities will include: (1) community resource persons, (2) field trips, (3) contact with employers, (4) visitations, and (5) individual counseling.

Local Educational Agency Wilkinsburg Borough School District
Address: 400 Kelly Avenue, Wilkinsburg, Pa. 15221
Project Director Mr. Donald R. Lamuth

State Project Number 74019G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Guidance Program, K–12

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/74	6/30/75	45,000.00	1974	45,000.00
Cont.	7/1/75	6/30/76	33,750.00	1975	To be submitted
Cont.	7/1/76	6/30/77	22,500.00	1976	To be submitted
TOTAL			101,250.00		45,000.00

Proposed Termination Date 6/30/77

Projected Funding Level for total project period $101,250.00

TARGET POPULATION:

Students in the grade levels of K–12 are considered to be the target population of this project. The student population is approximately 3600 students which is racially balanced with over 40% black students and under 60% white students. In the Wilkinsburg community, there are four elementary schools (K–5), one middle school (6–8) and one senior high school (9–12). There is also one non-public school (St. James) which contains grades 1–8 and has a recent approximate enrollment of 514 students. The socio-economic status of families in the Wilkinsburg community may be described as being within the range of low to middle income level.

MAJOR OBJECTIVES:

The major objective of this project is to develop, initiate, and implement a career guidance program for students in the grade levels of K–12. General program objectives will revolve around the concepts of: career motivation in grade level K–5; career orientation in grade levels 6–8; and career exploration and preparation in grade levels 9–12. Stated more specifically, the objectives of this project to be achieved are as follows:

1. The Staff will develop the knowledge and expertise to discover the career implications of their subject matter and then adjust their instructional program to meet the needs and interests of their students.
2. The Student will develop a positive attitude toward work, a respect for all work, and a desire to be a part of the working world. As a result, students will understand themselves and others as they progress through this educational ladder K–12 toward preparation for working or continuing their education.
3. Parents (and their children) will be able to endorse the inevitability of some form of work as being an essential part of their lives. They will also be able to give better consideration to various educational and occupational alternatives.
4. The community will become more involved with the work of the schools and find time to actually work in the schools.

ACTIVITIES:

This program is to consist of sequential career development activities and is intended to be integrated into the instructional program. It is to be accomplished through extensive in-service teacher training and a revision in curriculum which will provide all teachers with opportunities to incorporate career information with daily lesson activities. Two full time career guidance specialists, one at the secondary level and one at the elementary level, will assist teachers in implementing this new program.

Project Title: Career Guidance Program, K–12	**State Project Number** 74019G

The plan for general overall activities will include provisions for: staff orientation and development through workshops and meetings of various types; parents and community involvement through advisory meetings, P.T.A. Programs, and individual parent meetings; and student career activities at both the elementary and secondary level. In the elementary level activities will deal with the basic concept of the "world of work". Recognizing one's own strengths and weaknesses; the importance of development of "self" awareness; and relationships between workers and the community, state and nation will be emphasized. At the secondary level, activities will deal with career orientation, career exploration and career preparation. Emphasis will be aimed at enabling the student, at the end of his eighth year, to select the high school curriculum most suited to his interests and abilities. Activities in the 9th, 10th, 11th and 12th years will be exploratory, and preparatory in nature. During these four years, the student will be expected to crystallize an occupational choice and display commitment by embarking upon a specialized educational program or by taking an entry level job upon leaving school.

EVALUATION DESIGN:

Evaluation of this project will take place at both the elementary and secondary level. Parents and students will be involved to a great extent. In grades K–5, comparison will be made, relative to the student's knowledge of the world of work, before and after information is taught. In the 6th, 7th and 8th grade, students will be tested and surveyed to determine growth in occupational awareness that has occurred during the school year. Parents will be surveyed to learn if there are apparent changes in the career awareness of their children.

Evaluation at the secondary level, in the 9th and 10th year, will be done by the career specialist, counselors, psychologist and teachers. Efforts will be made to determine the concepts which students hold about "self", the work world and career preparation. The OVIS survey form will be administered, and students will be required to identify career objectives and create a "career plan". In the 11th and 12th year, students will implement their career plans through appropriate study and occupational experience. A follow-up study will be conducted each year to determine the long range influence the K–12 career guidance program has had upon graduates.

FINDINGS TO DATE:

No information available at this time. Project is to begin August 15, 1974.

DISSEMINATION PLAN:

Local dissemination activities will involve publicity in the school district newsletter and also in local news media. For the larger geographical area, a final report will be prepared and available to any school district that requests it. It is also expected that a slide-tape presentation will be prepared and made available to other school districts on a loan basis.

PROGRESS TOWARD ADOPTION:

No information to report at this time. As soon as funding approval for this project is received, full scale implementation of this program will begin.

Date completed or revised: 7/24/74	**Completed by:** Donald R. Lamuth	**Phone:** 412–371–9500

Local Educational Agency Seneca Highlands Intermediate Unit
Address: 325 West Main Street, Smethport, Penna. 16749
Project Director Dr. Robert Stromberg

State Project Number 74020

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Rural Education Data Processing System

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Title II	9/1/74	8/31/75	34,400	1974–75	$34,400
Title III	9/1/75	8/31/76	20,930	1975–76	20,980
Title III	9/1/76	8/31/77	10,465	1976–77	10,465
TOTAL			$65,795		$65,795

Proposed Termination Date 8/31/77

Projected Funding Level for total project period $65,795

TARGET POPULATION:

The project is designed to serve 26,000 public and 3,450 non-public students in grades K–12 in the fourteen school districts of Intermediate Unit Nine. The region is generally rural with only one higher education facility.

MAJOR OBJECTIVES:

Primary Objective

Through further development and implementation of a selected Intermediate Unit Plan, make comprehensive computer services available to all school districts in the Intermediate Unit at lower costs than those experienced at the present time.

Secondary Objectives

1. Define the specific uses for computer services in small, rural school districts including such applications as pupil personnel services, budgeting and accounting, computer assisted instruction, and computerization of service programs provided by the Intermediate Unit.
2. Provide board members, administrators, and teachers with information about the many educational applications of computer technology available to them.
3. Explore and develop new relationships among cooperating colleges, the intermediate unit, and school districts in the area of computer technology which will provide the greatest benefit to students for the tax dollar.

ACTIVITIES:

1. In concert with selected state colleges and the Department of Education, complete a detailed plan for providing specific computer services in the Intermediate Unit and proceed to implement the plan.
2. Conduct inservice education programs for school district personnel in the uses of computer services in the school district.
3. Coordinate the Intermediate Unit Computer Services Plan with the State Plan for Computer Services.
4. Establish data processing coordinators in each school district.
5. Through the experience of implementation, determine the optimum mix of staff, software, and hardware to be provided by the Intermediate Unit, the school districts, and the cooperating colleges or universities.

Project Title: Rural Education Data Processing System	**State Project Number** 74020

EVALUATION DESIGN:

Evaluation of the project will be in terms of the number of districts which implement computer services and the number of different computer applications initiated within the districts. The willingness of school districts to continue the programs after federal funding has terminated is ultimately a measure of the success of the project.

DISSEMINATION PLAN:

The primary audience for project information includes school board members, administrators, and teachers within the Intermediate Unit. Dissemination of Project information will be accomplished through inservice programs in the participating school district, newspaper and radio reports, periodic reports to RISE, the Department of Education, and the State Advisory Council for Computing Activities.

Local Educational Agency	North Allegheny School District	**State Project Number**
Address:	200 Hillvue Lane, Pittsburgh, Pa. 15237	
Project Director	Mr. James C. Manley	74021G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Counseling by Objectives

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Guidance	Aug. 1	June 30	13,000	74–75	13,000
TOTAL					

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $13,000

TARGET POPULATION:

The North Allegheny School District encompasses four municipalities in the Northwest part of Allegheny County: Bradford Woods Borough; Marshall Township; Franklin Park Borough; and McCandless Township. The community is a suburban community located approximately 10 miles north of Pittsburgh. The social-economic status of the families in the attendance areas is primarily middle-class composition. This project focuses on the development of a management system for Pupil Services and will have an impact on approximately 3,397 public and non-public students in grades 6 through 12. These students will experience either directly or indirectly those programs developed by Pupil Service Staff as a result of objective setting and program development.

Staff participating in the project will include the Coordinator of Pupil Services and 17 Pupil Services Staff members both public and non-public representation.

MAJOR OBJECTIVES:

The major objectives of this project is the development and implementation of a management system for the Pupil Services Staff in the North Allegheny School District. This system will incorporate the principles of "Management By Objectives," and the California Personnel and Guidance Model on "Accountability of Pupil Personnel Programs." Specifically, each counselor will write at least 4 objectives with appropriate action plans and evidence of success. Interim conferences will be implemented to monitor data collected.

As a result of this project, the Supervisor and Counseling Staff will have a systematic procedure implemented to determine the impact of Pupil Services' Programs in the school district.

ACTIVITIES:

A summer workshop will be conducted to provide needed in-service to the Pupil Services Staff in objective writing, mapping procedures and evaluation mechanism. Team building and individual job forecasting will be a secondary outcome of this workshop.

Interim conferences will be conducted by the Coordinator of Pupil Services to monitor each counselor's progress toward his/her stated objectives.

Counselors will visit school districts successfully demonstrating the concept implemented. This information will be used in refining the program.

Post In-Service (June 1975) will be held to synthesize results into a final report and begin brainstorming objectives for the 1975–76 school year.

Project Title:	Counseling by Objectives	**State Project Number** 74021G

EVALUATION DESIGN:

The workshop sessions will be evaluated using Kirkpatrick's model for assessing In-Service Training Programs. Various instruments will be used in the total project such as questionnaires and attitude surveys and supervisory notes. The final report will contain an in-depth analysis of each counselor's degree of success with the stated objectives.

DISSEMINATION PLANS:

Special slide presentation explaining the project will be developed and available for dissemination. The local school community will be made aware of the project via the school district's newsletter Your Schools. A special brochure on the project will be distributed to interested school districts. School districts throughout the state will be given a progress report on the project through RISE.

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency	State College Area School District	**State Project Number**
Address:	131 W. Nittany Avenue, State College, Pa. 16801	
Project Director	Dr. Robert C. Campbell	74022

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Alternative Year-Round Secondary Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/74	8/15/75	$35,000		$35,000
TOTAL					

Proposed Termination Date 8/15/77

Projected Funding Level for total project period $50,225

TARGET POPULATION:

Student in grades 9–12 who have enrolled in tha Alternative Year-Round Secondary Program of the State College Area School District are the target population of this project. Enrollment for the 1974–75 school year is presently 117. The enrollment represents a cross section of the community in terms of socio-economic status, geographic location, academic aptitude, and academic achievement.

There are presently four full-time staff members and two part-time. The paid staff is supplemented by a volunteer teaching staff which currently numbers nine persons.

MAJOR OBJECTIVES:

The objectives listed below represent segments of a plan to implement an Alternative Year-Round Secondary Program in the State College Area School District. The Program was developed during a two-year period of study during which a comprehensive feasibility study was completed, a full set of implementation details was developed, and the program was approved by the Board of Education.

The major objectives of the project are:

1. To employ a Community Resource Staff Member on a twelve-month basis to establish and coordinate the community service phase of the Alternative Year-Round Secondary Program. To recruit volunteer staff, monitor course development by volunteer staff members, and facilitate course approval by the Governing Board.
2. To permit staff members to develop alternative courses, alternative modes of learning, and instructional materials to be used by students.
3. To conduct a five-day workshop for staff to improve competency in inter-personal communication skills, decision-making skills, student evaluation, accreditation procedures for courses taught by volunteers.
4. To conduct a comprehensive formative and summative evaluation of the Alternative Year-Round Secondary Program through utlizing the resources of EPIC Diversified Systems Corp., Tucson, Arizona.

ACTIVITIES:

Student involvement in community service and the utilization of community volunteer teachers are the key concepts of the Alternative Year-Round Secondary Program. This project proposes to employ one staff member to develop and coordinate the community service phase of the instructional program and to recruit, train, and utilize the corps of volunteers.

Project Title: Alternative Year-Round Secondary Program

State Project Number 74022

Conduct an intensive evaluation of the Alternative Year-Round Secondary Program. Under the terms of this project, EPIC Diversified Systems Corp., Tucson, Arizona would be contracted to complete the evaluation of the Alternative Year-Round Secondary Program. EPIC has been conducting a comprehensive evaluation of the District's reading program, K–12, during 1973–74.

In-service training of staff. The funds provided under the terms of this project would be utilized to:

1. employ consultants to conduct a series of workshops equivalent to five full days for the entire staff.
2. compensate staff members for the time required which would be beyond their contract obligation.

The workshops would be designed to provide training in critical areas of need. It is anticipated that such areas as inter-personal communication, decision-making skills for staff and students, monitoring process required for student independent study, and development of alternative modes of student evaluation will be included.

Production of alternative courses, alternative modes of learning, and alternative instructional materials.

Expand the Catalogue of Courses. Many alternative courses have been developed in other educational institutions across the country. Funds provided by this project would be utilized to obtain these courses and adapt them to meet local needs.

Disseminate materials to the educational community. The Alternative Year-Round Secondary Program has made no provision for dissemination of materials due to the limitation of having to operate at the same per pupil cost. Funds provided by this project would be used to honor requests for these materials.

EVALUATION DESIGN:

A comprehensive evaluation design has been developed and involves the utilization of EPIC Diversified Systems Corp., Tucson, Arizona as consultants. Four specific purposes for evaluation in the Alternative Program have been identified. They are:

First, and perhaps of highest priority, is the purpose of internal self-improvement for the Program, which relates to the ongoing planning process. A second purpose is to provide a basis for establishing the credibility of the Alternative Program if such credibility is indeed warranted. Third, evaluation also serves to provide a base for differentiating between alternatives that are successful and those that are less so. A primary rationale for the existence of alternatives within public education is that they become the means of the processes by which public education evolves. In order that this solution be ever directed toward improving goal attainment, provision for evaluation is a prime requisite. A fourth purpose of evaluation is to provide information relative to both individual student success and total program success which are interrelated.

FINDINGS TO DATE:

None

DISSEMINATION PLAN:

The Alternative Year-Round Secondary Program committee members have already contributed time and materials to interested individuals and groups in the area. Typical of these presentations were the Central Pennsylvania Secondary Principals Conference; an in-service day presentation at Bellefonte; a session at the PSEA Central Region Teacher to Teacher Clinic in Huntingdon, Pa.; the Penn State Dames; Rotary; Kiwanis; Junior Women's Cluf; eight PTA meetings; and the local chapter of Phi Delta Kappa. Copies of the feasibility study and implementation details have been supplied without cost. The local news media have extensively covered the development of the project. An Alternative Program newsletter for staff is published on a regular basis. The District pledges to continue activities such as described above.

PROGRESS TOWARD ADOPTION:

None, except that the District has approved implementation of the Alternative Year-Round Secondary Program beginning September 1974.

Date completed or revised: 8/6/74 **Completed by:** Dr. Robert C. Campbell **Phone:** 814–237–6201

Local Educational Agency Chester County Intermediate Unit
Address: 1525 E. Lincoln Highway, Coatesville
Project Director Harriet Bickelman

State Project Number
74023

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
S. E. L. E. C. T.

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/74	7/31/74	$56,000	74	$56,000
Cont.	8/1/75	7/31/76	21,845	75	
Cont.	8/1/76	7/31/77	10,924	76	
TOTAL			$88,769		

Proposed Termination Date 7/31/77

Projected Funding Level for total project period $88,769

TARGET POPULATION:

Teachers from secondary schools of S. E. Penna. are the direct target population of this project. The project will train 60–75 teachers from the 5 Intermediate Units in the Delaware Valley. These teachers are from predominantly middle income socio-economic class and range from classroom teachers to Social Studies Department heads. The indirect target population of this project is the students of these teachers. They represent a variety of socio-economic and ethnic backgrounds; 50% of the students are of minority representation from the urban area and of lower-middle class backgrounds; 50% of the students are Caucasian with a socio-economic range from lower middle class to upper middle class. Given an average teaching load of 2 classes it is estimated that the program will involve approximately 3500–4000 students.

During the Fall 1974 semester, we have worked with 30 teachers from 18 school districts throughout S. E.Penna. The Spring semester will involve 30–45 teachers from as many uninvolved school districts as possible in order to guarantee wide dissemination.

MAJOR OBJECTIVES:

The general objective of this project is to provide training in a variety of areas of law-related education through the use of legal content, teaching techniques, audio-visual supports and resource personnel. The behavioral objectives of the program are:

1. conduct in-service training which will assure teachers of a minimum mastery of an aspect of law-related education which will enable them to begin teaching the subject matter in a coherant fashion.
2. to develop a network of community resource personnel from the justice system who will work with S.E.L.E.C.T. staff and teachers to provide supplemental data and insights into the justice system.
3. to assist the teachers in the implementation of program materials by regular visitations and conferences.
4. to work with the Pennsylvania Department of Education – Bureau of Information services to develop evaluation instruments for determining affective and cognitive gains for both teachers and students participating in the program.

ACTIVITIES:

Project activities to date have included the necessary planning for in-service training. This has involved legal research, development of corallary materials, design of law-related teaching techniques and organization of in-service training.

Project Title: S. E. L. E. C. T.	State Project Number 74023

In-service training for teachers (30) was began on October 19 and terminated on December 14, 1974. This training involved presentation of legal materials, discussion, films (Law & Order, Juvenile Court), simulation games, role-playing, presentation by guest lecturers (e.g. Assistant Attorney General – Consumer Protection Bureau, Community Advocacy Unit, Exec. Director Juvenile Justice Center of Penna., 3 Law Professors from Temple University School of Law, Field trips to the Youth Study Center and Municipal Court) and a variety of assigned outside readings.

Classes were held at the Temple University School of Law and teachers were given an opportunity to familiarize themselves with the library facilities and some Law School faculty.

Law-related teaching techniques were used in the training program to give the teachers an opportunity to observe and participate in the actual implementation of the materials.

Teachers had access to experts from the different areas of Criminal Justice, Juvenile Justice and Consume Law and were provided with a list of resource people to call upon for classroom involvement.

EVALUATION DESIGN:

Evaluation design was carried on by the S.E.L.E.C.T. staff based on the objectives of the In-Service training. It took 3 different forms:

A. cognitive test to determine minimum competency in the 3 different subject areas.
B. attitudinal questionnaire designed to determine changes in perceptions of designated areas of the law
C. program evaluation to determine relevancy of the structure, function and objectives of program design.

Teachers were asked to complete these forms at the end of training. Unfortunately, due to time constraints we were unable to give a pre-test for A & B, however, the general impression, gained through discussion and comment is that most teachers has little or no contact with any aspect of the law prior to in-service training Pre-test will be administered to the program Spring '75 group evaluation results will assist the staff in refining the design for Spring '75.

FINDINGS TO DATE:

Preliminary data through interviews and weekly evaluation sheets indicate a definite interest and enthusiasm for the material. However, we are still unable to provide data on the overall program impact and the implementation in the classroom. This will be submitted on an interim basis as implementation proceeds.

DISSEMINATION PLAN:

A member of the S.E.L.E.C.T. staff, (law student) attended the PASCD Conference at the Host Inn, Harrisburg on Nov. 25, 26. This involved a display and explanation of L.E.A.P. program materials, outlines and objectives. S.E.L.E.C.T. Project Director, attended National Conference on Social Studies Conference in Chicago on Nov. 27 and participated in the A.B.A. workshop on Law-related education. She demonstrated several calssroom techniques for teaching law-related education.

L.E.A.P. Executive Director is an active member of the Fellowship Commission's Committee on Communi Tension and the Juvenile Justice Coaliton which provide information and resources for juvenile justice education throughout S. E. Penna.

S.E.L.E.C.T. staff is meeting with representatives from the 5 Intermediate Units and School Districts to explain program objectives and support for on-going implementation.

PROGRESS TOWARD ADOPTION:

Efforts are being made to gain financial support from the Local Education Agencies and other outside funding sources to continue this work at the same level. No data is available at this time.

Date completed or revised:	Completed by: Harriet J. Bickelman	Phone: 787-8948

Local Educational Agency	North Allegheny School District	**State Project Number**
Address:	200 Hillvue Lane, Pittsburgh, Pa. 15237	
Project Director	Mr. Carl Sinkula	74024

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Lifetime Sports

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
1st yr.	8/1/74 -	6/30/74	42,000.00		42,000.00
TOTAL			42,000.00		42,000.00

Proposed Termination Date ____________

Projected Funding Level for total project period 42,000.00

TARGET POPULATION:

The North Alleghney School District is made up of four municipalities in Northwest part of Allegheny County: Bradford Woods Borough, Franklin Park Borough, Marshall Township and McCandless Township. The social economic status of the families in thie area is primarily middle-class.

There are presently eighteen professional staff members assigned to the school: eight in the middle schools; five in the intermediate unit and five in the high school unit. There are approximately 4,798 students in grades 6 through 12 who will be participating in this endeavor of "Lifetime Sports".

MAJOR OBJECTIVES:

The major objective of this project is to provide grades six through twelve a learning experience in and outside of the classroom through Lifetime Sports. More specifically the objectives of this program are as follows:

1. Increase the number of student participating in intramural by 40% as compared to the students involved during the 1973–74 school year.
2. Give students the opportunity and option of selecting lifetime sports activities that coincide with their interest through their involvement in the regular physical education program.
3. Provide all students in grades 6–12 a planned program in swimming with emphasis on screening and classification of ability and progression from the beginners level through the Red Cross classification.
4. As a result of this project, students will be able to transfer the concepts of lifetime sports activities taught during the regular school program to the outdoor laboratories as reported in the intramural activities, special events, and weekend excursions (supervised and non-supervised).
5. As a result of this project students will be able to access the effect of their gained skills and be able to recognize their strengths and weaknesses in a particular activity as determined by skilled tests and observations.

ACTIVITIES:

Approximately eighteen professional staff members teaching grades 6–12 will participate in an in-service training program in Lifetime Sports. The in-service sessions will be conducted prior to the beginning of the 1974–75 school year and throughout the year with the project coordinator and consultants. Specifically the staff will teach those activities in grades 6–12 listed as follows: 1. Archery, 2. Badminton, 3. Bowling, 4. Golfing, 5. Handball, 6. Hiking and Camping, 7. Horseshoes, 8. Jogging, 9. Paddleball, 10. Shuffleboard, 11. Tennis. Students participating in this program will be given the opportunity to develop the skills and make recommendation to the staff as to the effectiveness of this program.

Project Title: Lifetime Sports

State Project Number 74024

EVALUATION DESIGN:

The objective for this lifetime activities will be written in student behavioral terms. The project coordinator will observe the staff in the performance and teaching of those activities. The coordinator will analyze with staff the skill tests and verbal and written comments of student and staff that have participated in the lifetime activities. Competency based skill test by staff will be initiated as to the performance of the student in these activities.

DISSEMINATION PLAN:

Information on this project will be disseminated through the North Allegheny School District's monthly newsletter, "Your Schools". A special brochure on the project will be distributed to school districts across the commonwealth and the community. School district's throughout the state will be given the progress of the project through the State Department of Education's new media entitled RISE. Also the project coordinator will attempt to publish articles in the professional journals in the A.A.H.O.E.R. Speaking engagement by staff participants and students will be scheduled with interested community organization.

PROGRESS TOWARD ADOPTION:

The preliminary proposal has been submitted and accepted. Pre-school in-service session have been held with the professional staff and additional pre-school session will be held.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency Berks County Intermediate Unit
Address: Courthouse, Reading, Pa.
Project Director Lola Kearns/Richard Cahn

State Project Number 74025

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Arts In Education Program

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Teachers of students in grades K through 12, arts specialists, administrators and community representatives of pilot school districts located in various regions of the Commonwealth and neighboring school districts are the target population of this project. This population comes from both public and non-profit private schools.

It is anticipated that 200 or more teachers and administrators will participate in the project during the first year, involving approximately 5000 students.

Individual community populations vary from highly populated urban communities to rural towns. There is Bethlehem with a population of more than 85,000; there is suburban Fairview with a population of approximately 2500 and there is rural Cleona with a population of approximately 2000.

Ethnic, racial and cultural diversity exists in each community.

MAJOR OBJECTIVES:

The general objective of the project is to facilitate staff developments in the arts and interrelating the arts with general curriculum, through inservice workshops and practicum experiences. The major objectives for teachers are as follows:

1. Teachers will identify the actions of perceiving, responding, understanding, creating, evaluating, and developing skills through which artists learn and work; thus expanding their awareness of the many modes and facets of learning.
2. Teachers will analyze, develop and implement these actions in the classroom by making better use of resources – people, places and things.
3. Teachers will expand their understandings of various arts and the arts process and apply this process to general curriculum areas, to programs in the discreet arts or to specialized arts programs.
4. Teachers will establish the atmosphere for success-oriented positive situations in the classroom by being more inventive in planning learning activities.
5. Teachers will evaluate the effectiveness of implemented activities in terms of student attitudes, values, and accomplishments through the sharing of successes, problems and insights.
6. Develop confidence so that similar staff development programs will be conducted with their colleagues.

As the objectives for teachers are realized, it is expected that students will then strive for personal, unique responses, seek and accept uniqueness and diversity among people and their expressions, willingly share their ideas and feelings, initiate projects having personal meaning and learn to evaluate and accept criticism.

Project Title: Arts In Education Program	**State Project Number** 74025

It is the premise of the project that the construct of inservice workshops will be a working model for future use in schools and intermediate units.

ACTIVITIES:

Project activities during the first year are as follows: (1) The project director will meet with representatives of each school district to discuss their 3 year plans and to formulate initiating action as to content of workshops, participants, site and time.

Workshops Part I; 15 hours of workshops held in designated districts planned to meet the needs; plan strategies of application. (3) Practicum Part I; Teachers' application for the experiences gained with students. Resource people, instructors, project director, people of IU and PDE interact with teachers to enhance and expand workshop experience.

Workshop Part II; 15 hours share insights gained as of this date; participate in additional experiences; formulate plans for application with students. (5) Practicum II; the application of the experiences gained with students. (6) Workshop Part III; 15 hours, evaluate effectiveness; formalize plans for working with students and other teachers.

The construct of the indepth experience has been chosen to engage teachers in the arts process, to become more familiar with the types of experiences inherent in the arts process, and to gain in competence for the application of arts-derived experiences in the classroom.

Each inservice program will include indepth, personal confrontation with the arts and the arts process. Each will use resource people, places, things of the immediate environs. The teachers will plan for, apply and evaluate the effectiveness of the experiences on local classroom levels. By the end of Workshop Part III, each teacher or group of teachers will have formalized the experiences into a workable plan for their students.

The practicum will be the application of the learning gained during the workshops to the local classroom situation and will include on site demonstrations, consultations and encouragement.

EVALUATION DESIGN:

Teacher questionnaires, pre and post, on: (1) The arts process and the possibilities of infusing the arts with general curriculum subjects. (2) Teachers' views of the "role of the teacher." (3) Statement of purpose. Teachers' descriptive journals on students, experiences, activities, applications, interactions, correlations, behavioral changes, insights, evaluations, successes, shortcomings and summary. The teachers' curriculum plans and assemblages of materials and resources. The director's journal. The "case studies." The behavior of students as shown in working strategies, decision making, and the demonstrated competency in the actions of the arts process.

FINDINGS TO DATE:

The pilot school districts' teams have assessed the existing arts programs and have indicated the need for program change and development, staff development, and a plan for action. These teams have formulated tentative 3 year plans of action to meet the special and individual needs of the local districts.

The study of other arts projects indicates that indepth experiences in the arts process followed by planned application are vital for this type of staff and curriculum development.

DISSEMINATION PLAN:

Dissemination will be made through (1) planned on-site visits by administrators, IU personnel, PDE staff and project director; (2) local and regional use of newspapers; district newsletters and reports; (3) PDE; (4) RISE; (5) periodic informal newsletter for the participating teachers.

PROGRESS TOWARD ADOPTION:

The administrators and/or school directors in the pilot school districts have committed themselves to the formulation of an Arts In Education Program (1973–74).

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency Abington Heights School District
Address: E. Grove St., Clarks Summit, Pa. 18411
Project Director Grace S. Jewett

State Project Number 74026G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Implementing K–8 Model Guidance Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. Appr.	9/1/74	6/30/75	35,500	1974	1974 – 35,500
Cont.	9/1/75	6/30/76	26,625		1975 – 26,625
Cont.	9/1/76	6/30/77	13,712		1976 – 13,712
TOTAL					

Proposed Termination Date 6/30/77

Projected Funding Level for total project period 75,837

TARGET POPULATION:

Students in grades K-8 of the Abington Heights School District are the target population of this project. Enrollment for the current year is 2454 students of which 99% are Cuacasian, 1% are of other racial origins. The socio-economic status of the families in the attendance area is largely middle class, but also includes 189 students of limited income.

There are 124 professionals serving the educational needs of this population including four full time administrators, 120 teachers, and seven para professionals.

The community is suburban to rural comprising 67 square miles in seven municipalities. The School District has a total of 4500 students, 290 professionals dispensed among 7 elementary schools, a junior and a senior high school. A middle school, under construction, will be completed in September, 1975, for grades 5 through 8. The citizens numbering 14,000 are largely professional and white collar workers in the city of Scranton, seven miles distant. There are also blue collar workers and farmers with a small segment of unskilled workers. In addition there is a non-public elementary school serving 500 students grades 1–8 located in the community.

MAJOR OBJECTIVES:

The objectives of the project to Implement a Model Guidance Project are as follows:

1. To devise a screening program in kindergarten and fourth grade to identify psychological, social, and learning problems of the students.
2. To conduct a workshop for the pupil personnel staff, teachers, and administrators to write a program for use in 1974–75.
3. To conduct three in-service meetings early in the fall for all faculty members who will be involved in implementing the program.
4. To obtain two counselors and one secretary to provide the services planned.
5. To obtain consultants to assist the counseling staff at the opening workshop and the in-service meetings.
6. To secure instructional materials for study and use in the program.
7. To provide psychiatric consultation for remedial cases one day a month.

ACTIVITIES:

An opening workshop for a selected group of administrators, teachers and pupil personnel workers under the leadership of a consultant, Dr. Donald Keat, Penn State University, will consider developmental guidance, affective curriculum rationale, and relative concepts, utilizing techniques of group discussion and

Project Title: Implementing K–8 Model Guidance Program	State Project Number 74026G

hands on use of materials. Following this in three two-hour workshops with all teachers, efforts will be made to include the developmental guidance program within the school curriculum and demonstrate to teachers the techniuqes for so doing.

Concurrently the project will also seek to identify students with learning disabilities and psychological and social problems through better screening techniques and referral systems.

Consultants will be utilized in each of these areas to provide knowledgeable leadership.

EVALUATION DESIGN:

Evaluation instruments to be used for faculty, parents and students at the close of each major activity are to be designed. The emphasis will be on improved self-concept, better adjusted students and more student learning at their potential level. The approval by parents of the degree of satisfaction of the students with the school program will be sought.

FINDINGS TO DATE:

Not applicable at this time.

DISSEMINATION PLAN:

A slide presentation concerning all aspects of the program is planned for use by the district and the Department of Education. The developmental curriculum as well as the total guidance program will be printed for distribution. Visits from other schools will be welcomed. News releases with pictures in local and state papers will be prepared and a record kept for future reference.

PROGRESS TOWARD ADOPTION:

The School District is committed to a guidance program encompassing preventive, remedial, and developmental aspects in grades K–8. The remedial aspects have received major emphasis until this time. The developmental aspects will receive an impetus under the funding of the project.

Date completed or revised:	Completed by:	Phone:

Local Educational Agency	Allentown School District	**State Project Number**
Address:	31 South Penn St., Allentown, Penna. 18105	
Project Director	Dr. Desmond J. Nunan	74027G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Human Development Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	9/74	8/75	13,675	1974	$13,675.00
TOTAL					

Proposed Termination Date 8/74 **Projected Funding Level for total project period** $20,425.00

TARGET POPULATION:

Approximately 3,000 students in grades K–12 in the Allentown School District will be the target population of this project. Total enrollment in the school district (Oct. 1973) is 18,140. There are 873 Black pupils, 731 Spanish surnamed, 75 Asian American and 11 American Indians included in the enrollment. There are almost 1,000 professional staff members in the district. There are 20 elementary schools, 4 junior highs and 2 senior highs.

The population of Allentown is approximately 110,000.

MAJOR OBJECTIVES:

Six major objectives are listed as a means of accomplishing the goals of the Human Development Program.

A. Children
   1. To aid the child in developing a more positive self-concept.
   2. To help the child in developing more maturity in the areas of self-awareness, mastery, and social interaction.
   3. To help the children learn how to listen to each other.
   4. To aid the child in learning to verbalize his feelings.
   5. To give each child the opportunity to explore his potential as a leader.

B. Teachers
   6. To give the teacher the opportunity to better understand her own feelings toward her students, and to develop a more positive and empathetic attitude toward her class.

ACTIVITIES:

The most important activity that will be used in the Human Development Program is called the Magic Circle. At the start of this program a class will be split into two separate Magic Circles. As the program develops, the circle is gradually enlarged and modified throughout the school year until the entire class is seated in two concentric rings.

The role of the teacher is one of a facilitator. A particular topic is presented to the circle, and the information that passes in that circle is a sharing of the feeling of that particular topic discussed. Through the verbalizing of feelings, the child learns to dispel the notion that he is different from other children. To take just one instance, many young children do not realize that everyone has had bad dreams, and by the

Project Title: A Human Development Program

State Project Number 74027G

time they find out they have often done some emotional damage to themselves. But when they listen to others including the teacher telling about a bad dream they had, children will realize that everybody has had bad dreams. This realization by the child, is a very important and often comforting one to learn.

Besides the verbal communication that takes place in the circle, there will be the advantage of having everyone in the circle being able to see each other. Children can express quite a lot in nonverbal ways. By being able to see one another, children learn to pay more attention to non-verbal signs.

The circle arrangement of the program is very important. Generally, when people sit in a circle, they feel physically part of something. They feel closer to each other, and less inferior or superior to each other. With the teacher involved in the circle as well, the group becomes closer and functions together.

Throughout the year, as the circle develops into a unified and cohesive group, the children are given the responsibility of handling their own circle sessions. Each child is given the opportunity to be a leader of the circle, if he so desires. Five suggested topics are presented and the children decide upon one that they would care to discuss that particular day. The rules of the circle are few, but are clearly stated, and strictly adhered to by the leader of the circle. They are:

1. Everyone should sit reasonably still.
2. Only one person can talk at a time, and he should raise his hand when he wants to talk.
3. Everyone must listen and be able to show that they have been listening.

EVALUATION DESIGN:

We will attempt to set up control and experimental groups and administer pre-and post-test instruments to measure change in self-concept. We will use Champney's Developmental Profile at regular intervals to measure self-awareness and social interaction. Teacher observation of skill development along with video-taping of sessions to study skill development will be conducted. Self rating sheets for teachers will also be used.

FINDINGS TO DATE:

Project has not been initiated. It will begin in September, 1974.

DISSEMINATION PLAN:

Dissemination activities will utilize various media: local newspapers, reports to the school board at public meetings, and school district newsletters. In addition, some magic circle sessions will be videotaped, slides will be prepared, and pictures taken for poster displays. These will be available for use at conferences and future training sessions. The Department of Education will be given reports on the progress of the project, as required.

Date completed or revised: 8/8/74 **Completed by:** Dr. Desmond J. Nunan **Phone:** 215–435–7401

Local Educational Agency Chester County Intermediate Unit No. 24
Address: 1530 E. Lincoln Highway, Coatesville, Pa. 19320
Project Director Robert E. Maier, Supervisor of Special Classes

State Project Number 74028H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Bilingual Classes – Physically/Mentally Handicapped

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/74	8/31/75	$56,947.00	1974	
TOTAL			$56,947.00		

Proposed Termination Date 8/31/78 **Projected Funding Level for total project period** $92,313.00

TARGET POPULATION:

Those students residing within Chester County Intermediate Unit who have been identified as educable mentally retarded students who are of Spanish heritage. At this time 54 such students have been identified.

MAJOR OBJECTIVES:

The objectives for the proposed project involve both student centered and program centered orientations. The pupil centered objectives are directed toward behavioral change and include:

1. Each student will demonstrate cognitive growth consistent with his measured level of intellectual ability.
2. Each student will demonstrate through standardized testing measures academic achievement in the area of reading and mathematics at least consistent with his measured level of intellectual ability.
3. Each student will demonstrate at least one year's growth in language achievement as measured by pre- and post-test measures.
4. Each student will give evidence of progress in the development of using English as a tool language in age – appropriate manner.
5. Each student will demonstrate a greater degree of awareness of the total community into which he is immersed.

The program centered objectives are directed toward organizational change and change within training programs, and include:

1. That opportunity will be given to provide training experiences for professionals and paraprofessionals in both special education and education of bilingual children.
2. That demonstration will be given of increased involvement of bilingual parents and community agencies within Special Education Programs.

ACTIVITIES:

The major activity will be to provide three classes for educable mentally retarded students who are bilingual. The classes will be staffed by certified special education teachers and teacher-aides who are Spanish speaking. Additional components will include involvement of a Spanish speaking speech and language therapist to assist in the development of language skills, liason with Temple University for the training of teachers of handicapped bilingual students and the development of programs for the involvement of parents and community in class related activities.

Project Title: Bilingual Classes – Physically/Mentally Handicapped	**State Project Number** 74028H

EVALUATION DESIGN:

The methods used for evaluation will rely basically upon a pre-post testing and evaluation design on an annual basis, which shall be supplemented by informal assessment of progress through observation. Additional community oriented objectives will be evaluated using a team approach assessing the progress of achievement toward reaching objectives.

DISSEMINATION PLAN:

The plan for dissemination will use a variety of mean including:

1. Preparation of a newsletter.
2. Development of aplanning and review council including representatives from all groups involved in the project.
3. Filing of routine reports.
4. Honoring all requests for information.

Date completed or revised: 9/5/74	**Completed by:** R. E. Maier	**Phone:** 215–383–5800

Local Educational Agency	Central Susquehanna Intermediate Unit No. 16	**State Project Number**
Address:	P. O. Box 213, Lewisburg, Pa. 17837	74029H
Project Director		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project for Hearing Impaired Children

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	Init. App.	7/74	6/75	43,915.00		
TOTAL				43,915.00		

Proposed Termination Date __________________ **Projected Funding Level for total project period** __________________

TARGET POPULATION:

The program is aimed at children within the five county CSIU area who are mentally retarded and hearing impaired. The first year's activity will involve one classroom of four to eight children.

MAJOR OBJECTIVES:

The project is a joint effort of the CSIU and the Penn State University and is designed to make some major inroads into the education of multiple handicapped hearing impaired children. Major project objectives include:

1. Establish a cooperative working arrangement between the various agencies interested in multiple handicapped hearing impaired children;
2. Identification and evaluation of multiple handicapped hearing impaired children;
3. Placement of such children in an educational program which will maximize life adjustment and educational achievement consistent with their potential;
4. Educate parents to understand their children and to aid in coping with the problem;
5. Demonstrate an educational program for multiple handicapped hearing impaired children to other interested professionals.

ACTIVITIES:

The program makes use of a team approach, using teachers trained to work with hearing impaired children, as well as individuals with expertise in mental retardation, hearing impaired and psychology. The program will make use of the facilities and classrooms of the Laurelton State School and Hospital. Activities will include identification and evaluation of children for the program, and the operation of one (or more) classes for expanding the number of classrooms and students if the need arises.

EVALUATION DESIGN:

Three kinds of evaluation will be conducted during the project: product evaluation, procedural evaluation and program side effects evaluation. Criterion-referenced measures, direct observation, checklists and rating scales will be used to determine the degree of attainment of program objectives by participating children. Procedural evaluation techniques including questionnaires, interviews and observations, will be used to monitor program implementation. Reaction sheets and case study techniques will be used to determine side effects.

Project Title: Project for Hearing Impaired Children

State Project Number 74029H

FINDINGS TO DATE:

None as yet.

DISSEMINATION PLAN:

Dissemination will be handled by the CSIU and will include newspaper articles and articles in "News-notes", the monthly CSIU newsletter. Interested student teachers, researchers and professionals will have opportunities to observe the program.

Date completed or revised: 12/16/74

Completed by: Dr. John E. Lutz

Phone: 717–524–4431

Local Educational Agency State College Area School District
Address: 131 W. Nittany Avenue, State College, Pa. 16801
Project Director Dr. Stanley B. Baker

State Project Number 74030G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Guidance Skills Workshop

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		8/15/74	6/30/75	12,075.00		
TOTAL				12,075.00		

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Students in grades K–12 of the State College Area School District, The First School, Our Lady of Victory Elementary School, and the parochial schools of Bellefonte and Lock Haven are the target population of this workshop. Enrollment for the 1973–74 school year was approximately 8,000 pupils. Of this number, approximately 300 students are enrolled in one large and one small private school. Approximately 25 members of the pupil personnel staffs of the above listed schools will participate in the workshop.

The community is a semi-rural one which centers on activities of a large state university and research related industry. There are approximately 60,000 residents of which about half are university students.

MAJOR OBJECTIVES:

The primary objective of the workshop is to offer an opportunity for pupil personnel staff members of the participating schools to further develop their skills in certain important areas of concern which have been identified through such means as the PEQA and a self study of the State College Schools' Guidance Department. It is felt that the students in the involved schools will benefit from the services resulting from professional staff improvement via workshop participation. The major objectives of the inservice training program are as follows:

1. Develop systematic time and program management skills which will be evidenced in participant on-the-job behavior during the 1974–1975 school year (e.g., state two specific goals in measurable terms which will allow evaluation of goal attainment level by the follow-up date).
2. Continue the development of small group organization and leadership skills which will be evidenced in: (a) an increased number of small group activities being generated and (b) observable measures of success in those small group activities during the 1974–1975 school year
3. Continue development of individual counseling skills related to the following areas: decision making, values clarification, needs assessment, and/or goal setting which will be observable in role-playing conducted by the participants during the proposed workshop.
4. Continue development of behavioral counseling skills (i.e., systematic desensitization, social modeling, etc.) as demonstrated by an attempt to use these skills in at least one appropriate case study during the 1974–1975 school year. Evidence may be provided via the intensive design of N of 1 method of gathering empirical data.
5. Develop the skills necessary to operate portable video-taping equipment so that continued staff growth is evidenced through peer-monitoring of guidance competencies beyond the final workshop meeting.

Project Title: Guidance Skills Workshop	State Project Number 74030G

ACTIVITIES:

The proposed workshop will meet once a week in three-hours evening training sessions for ten separate weeks starting October 16, 1974. Training will be conducted by faculty members and graduate students from The Pennsylvania State University. Training activities will include large group presentations, small group discussions, small group and individualized training. Audio and video equipment will be used to facilitate the training program. In addition, related activity assignments will be conducted by the participants at their schools between workshop sessions. Follow-up and information dissemination activities are planned and provided for in the budget proposal.

Date completed or revised: 12/74	Completed by: Blossom F. Aberg	Phone: 814–237–6201

Local Educational Agency	Bristol Township School District	**State Project Number**
Address:	800 Coates Avenue, Bristol, Pa. 19007	
Project Director	Mr. Frank D. Greco	74031G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Guidance Program Management System

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/74	6/30/75	67,000	1974	$67,000
TOTAL			$67,000		$67,000

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $67,000

NEED:

Although efforts of the BISS local district guidance personnel have produced notable achievements in raising the level of professionalism and in introducing new approaches to guidance, there still is little uniformity at the local level in organization of guidance program, responsibilities of guidance staff, management of the guidance program, and function/priorities of the guidance program. This project wants to test traditional management processes in an effort to improve each local district's capability for systematically restructuring guidance programs. The problems involved in developing a meaningful program management system for such intangibles as counseling will require imaginative adaptation of management methods. Some combination of known methods will be used. Four district schools will be involved in the pilot project; one elementary, one middle school and 2 high schools.

OBJECTIVES:

The objectives are aimed at designing a program management system to coordinate and control guidance/counseling activities. They are to assess guidance organization and the administrative structure of the district and selected schools; identify current services provided and related activities of the guidance programs; determine differential factors which positively influence and negatively constrain the content and function of guidance programs; develop a model of normal guidance activities which relate specifically to our local area; design the guidance and program management system for the participating schools; define the planning requirements and scheduling criteria to implement or modify the proposed management system; assist in implementing the guidance organization and program management functions.

SCOPE:

The scope of the study objectives directs attention to the following relationships: community and District Board of School Directors; school, parents and community; school district management and school administration; school organization and guidance/counseling program; and guidance/counseling program, teachers, administrators, counselors and pupils.

APPROACH:

The LEA, BISS and a private management consulting firm will: assess the existing guidance program to identify needs, problems, and constraints; analyze the information obtained and the conclusions reached so that the program management design for the selected schools can be developed; and implement control and coordination procedures so that they can become a part of each school's operating procedures. A policy planning group to review and comment on the findings and recommendations at the various stages of the project will be developed.

Local Educational Agency	Lancaster–Lebanon Intermediate Unit 13	**State Project Number**
Address:	1383 Arcadia Road, Lancaster, Pa. 17601	
Project Director	Carolyn Ebel	74032

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Testing and Evaluation for Bilinguals (TEB)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	9/1/74	8/31/75	21,580		
			10,750		
			5,375		
TOTAL					

Proposed Termination Date 8/30/77 **Projected Funding Level for total project period** 37,625

This project addresses itself to the needs of Bilingual/ESL programs for placement, achievement and diagnostic tests. One fulltime specialist will gather, adapt and develop and norm tests, making use of the IU–13 Bilingual/ESL Library for gathering existing tests. Test results will form the basis for pupil program planning. Tests will be normed locally to discover what skills a bilingual pupil needs to compete with his English speaking classmates and what skills he needs to compete in his native language environment.

The need for organizing a bilingual testing program in IU–13's program, which serves mainly bilinguals in reveal areas, grew out of the following factors:

a. Pupils come from homes where several languages are dominant – 14 languages
b. Pupils with varied competencies, e.g., pupils who speak no English, do not read or write English but speak it fluently, speak but do not read or write the dominant foreign language.
c. Small numbers of one language group in some school districts.
d. An extremely high mobility rate – 36%.
e. A high admittance and dismissal rate in ESL/Bilingual classes – 61%.
f. Substandard scores on standardized tests as shown in 50% of the pupils in ESL/Bilingual in Intermediate Unit 13's program.
g. Few tests have been found which point out the weaknesses in the student's first language background.
h. Curriculum development for bilinguals in the Intermediate Unit 13 program in 1973–4 has been hampered by the fact that there are no reliable tests to measure the needs of the bilingual students.

Results of this project will be made available across the state by means of the IU–13 Bilingual/ESL library and In Services in the Bilingual/ESL Mobile Library Van.

Local Educational Agency	Gateway School District	**State Project Number**
Address:	Administrative Offices, Moss Side 3lvd., Monroeville, Pa.	
Project Director	Mary R. Perry, Director El. Ed.	74033G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Affective Education Triangle

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
New	8/15/74	6/30/75	40,000.00	1974–75	40,000.00
TOTAL			40,000.00		40,000.00

Proposed Termination Date 6/74

Projected Funding Level for total project period 40,000.00

TARGET POPULATION:

Students in grades, kindergarten through and including grade six, of the elementary schools of the Gateway School District and the two non-public schools located in the Monroeville area are the target populations of this project. Enrollment for the current year (1973–74) is 4632 students, of which approximately 95 percent are Caucasian, 3 percent are Black, and 1 percent are of other ethnic origins. The socio-economic status of the families in the attendance area is primarily middle and upper-middle class.

There are presently 212 professional staff members assigned to the schools involved, including 10 full-time administrators, and 25 para-professionals.

The Gateway community is typically suburban with several research centers and many non-industrial type businesses. Its population is approximately 34,000. The school district has an enrollment of 8864 students, with a professional staff of 473 dispersed among 12 elementary schools, 2 junior high schools, and one senior high school. In addition, 2 parochial schools with 426 students, Levels 1–6 are located in the community.

MAJOR OBJECTIVES:

The general objectives of this project are to stress an understanding of oneself and one's relationship with others, to emphasize emotional health as a prerequisite for creativity and good citizenship, and to accentuate the need of preparing children to deal constructively with a changing world.

In behavioral terms, the objectives of this project are as follows:

1. Students, parents, and staff members involved will exhibit greater competencies in inter-personal relationships.
2. Students, parents, and staff members involved will demonstrate a better awareness of their own values and attitudes.
3. Students, parents, and staff members involved will evince more positive self concepts.

ACTIVITIES:

Project activities during the year will focus on introducing, acquainting, and involving staff members with various affective education programs selected to meet the objectives of the Affective Education Triangle. Parents will participate in counselor directed workshops dealing with child development and interpersonal relationships. Students will participate in affective groups led by teachers with the counselors as consultants.

Local Educational Agency	Brentwood Borough School District	**State Project Number**
Address:	3601 Brownsville Road, Pittsburgh, Pa. 15227	74034G
Project Director	Stephen M. Verba	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Guidance Self Study At Brentwood

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
1st	8/15/74	6/30/75	12,395	1974	
TOTAL			12,395.00		

Proposed Termination Date 8/12/74

Projected Funding Level for total project period 12,395.00

TARGET POPULATION:

Brentwood is a suburban, middle class district, predominately caucasian. The target population of the project are students in grades one through twelve of Brentwood. Approximately 445 students from grades one through eight will participate (St. Sylvester). Involvement in the project will consist of the staff, students, and members of the community.

The community has no industry and a population of 13,732. The school district has an enrollment of 2,057 in grades K through 12. There are 109 professional members serving two elementary schools and one junior-senior high school. In addition, a K through 8 non-public school serving 445 students is located in the community.

MAJOR OBJECTIVES:

Primary Objective

To determine the effectiveness of our present guidance program.

Secondary Objectives

To assist the students of the district in meeting the changing needs of society.

To develop to a greater extent awareness of the guidance services available through the guidance program.

To promote greater cooperation between the services of the school and community.

To further assist the staff in enabling them to perform at a greater level of competency in meeting student needs.

ACTIVITIES:

Activities involved in this project will be orientated to maximum pupil participation through:

1. Conferences (staff, parents, and students)
2. Workshops (staff, parents, and students)
3. Administrative surveys
4. Teacher surveys
5. Parent surveys
6. Follow-up surveys
7. In-services
8. Group discussions

Project Title: Guidance Self Study At Brentwood	**State Project Number** 74034G

EVALUATION DESIGN:

The evaluation will be determined by the results of workshops, surveys, questionnaires, and input from the school and community.

FINDINGS TO DATE:

None

DISSEMINATION PLAN:

1. Orientation at a parent's committee meeting
2. Orientation and workshops (Staff, parents, and students)
3. Progress reports to staff and all other interested
4. News releases in district newsletter and local paper
5. Slide program of activities in action
6. Self study presentation and distribution

PROGRESS TOWARD ADOPTION:

On Tuesday, May 14, 1974 the Brentwood School Board resolved that it would be the sponsoring agency for the E.S.E.A. Title III project entitled "Guidance Self Study At Brentwood." At this time the preliminary proposal was sent to the Department of Education. On June 25, 1974 tentative approval was received from the Department of Education. Representatives from the Department of Education met with the Guidance Department on July 15, 1974. Approval was granted to develop the application and send it to the Department of Education within (60) days. Application was sent to the Department of Education on Monday, August 12, 1974.

Date completed or revised: 8/12/74	**Completed by:** Stephen M. Verba	**Phone:** 412–881–4940

Local Educational Agency	Annville–Cleona School District	**State Project Number**
Address:	Anville, Pa. 17003	
Project Director	Mr. James M. Steber, Assistant to Duperintendent	74035G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

The Individual and His/Her Future

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/74	6/30/75	$12,011.40	1974	$12,011.40
	7/1/75	6/30/76	$ 9,008.55	1975	$ 9,008.55
	7/1/76	6/30/77	$ 4,504.28	1976	$ 4,504.28
TOTAL			$25,524.23		$25,524.23

Proposed Termination Date 6/30/76 **Projected Funding Level for total project period** $25,524.23

TARGET POPULATION:

Students in grades K–6 of the Annville–Cleona School District attendance area are the target population of this project. Enrollment for the current year (1973–1974) is 1253 students, (plus 25 Parochial students); included are 7 Spanish speaking, 4 Oriental, 4 black, 1 American Indian. All others are Caucasian. The socioeconomic status of the families in the attendance area is a combination of lower, middle class, and professional groups.

There are presently 63 professional staff members in our elementary schools, 2 full time administrators, 13 teacher and reading aides, and 75 student volunteer aides from Lebanon Valley College.

The community, with a population of 10,490 (census 1973), includes farming areas, some light industry, small businesses, and a private liberal arts college. The school district has a total enrollment of 2363 students, with a total professional staff of 129 for 3 elementary schools, 1 junior high school, and 1 senior high school. There are 40 of our district students attending a Mennonite school within our district (gr. 1–8) and 25 of our district children attending St. Mary's Parochial School, Lebanon (gr. K–6).

MAJOR OBJECTIVES:

The general objective of the program is to expand, through developmental approach and techniques, the elementary guidance services to elementary students at all grade levels, strengthening individual and group social awareness and cooperation, developing a positive, functional approach to basic career information and identification, and providing a continum into the junior high school guidance and career education program.

Additionally: To present to the Annville–Cleona elementary students realistic, measurable information concerning the necessary preparation for careers and/or employment, and the identifiable relationship of the individual's abilities, interest, personality, values and emotional stability to success in the world of work.

To provide the type of pre- and in-service training for the staff and aides in the areas of human development, group interaction, teacher effectiveness, and career basics that will be of long-range benefit for staff and children.

To develop needed functional career center study and counseling areas for use of the students in the three elementary buildings.

ACTIVITIES:

A pre-and post attitude, career information, and career interest survey will be conducted in all elementary classes. This will provide a guide line for individual and group needs in these areas. Selection of videotapes from "Inside Out" for bi-weekly viewing by grades 2–6 will be initially based on survey information;

Project Title: The Individual and His/Her Future

State Project Number 74035G

field trips will be planned, when possible, to correlate with the expressed and tabulated student interests and class study activities.

Pre- and in-service training sessions with a special consultant, and with trained local representatives in the areas of Human Development and Teacher Effectiveness Training will be held for all involved personnel and staff. Elementary Guidance Counselor and Guidance Assistant will enroll in special training courses also, to give more effective counseling and help.

Classroom activities and programs will be planned and scheduled utilizing all or parts of the following: "Inside/Out" – a video-tape viewing of social problems (followed by Supervised group discussions); "Highway to Work and Play" – Career and social adjustment materials; "Workers We Know" – work-training orientation "Duso I and Duso II" – developing understanding of self and others.

Arrangements are anticipated for individualized study projects for students in grades 3–6 to develop career interests, utilizing study centers and materials.

Career orientations will be given through community, school, or parent resource individuals invited to participate at any given and pertinent grade level.

Individual help and/or counseling can be made available for students who have problems or questions concerning any aspects of the world of work and the adjustments necessary for success in it.

EVALUATION DESIGN:

Comparison of students' pre- and post attitude, career information and career interest surveys to determine degree of advancement and/or change in these areas.

Judgment and personal opinion concerning the values of the program in social situational concerns, given by students, teachers, and other involved adults based on observations, listing, and checking individual and group relationships, cooperation, stability, values, and interaction.

Listing and checking results of the following: utilization of techniques developed through in-service training; reaching children at all grade levels, developmentally; correlation of field trips, resource persons and other activities to the expressed interests of the students; adequacy, suitability, and usability of the career center study areas; improved mental health climate throughout our elementary schools.

Recommendations suggested by any or all involved individuals concerning additions, deletions, or general changes to improve the program as used.

FINDINGS TO DATE:

(Does not apply to the program at present.)

DISSEMINATION PLAN:

Within local region: Announcement and information to general public through the local newspaper at the beginning of the project. Pictures taken and reports made available concerning activities, speakers, field trips, etc. during the year, to be used for newspaper publication. Results of the project announced at end of the year through a newspaper article, pictures, and/or evaluation report.

Information concerning the proposed guidance project given to Intermediate Unit 13 administrators to be announced in the fall Intermediate Unit publication.

Information sheet concerning the planned guidance project to be taken home by all elementary students for their families.

Announcement of and information concerning the planned project made by the Elementary Guidance Counselor to the members of the Lebanon County Counselor's Association at the initial fall meeting.

Video-tape or slides produced during the year to be used at meetings of local organizations for public relations information concerning innovative programs conducted by the local educational unit.

Brochures containing end of year project report, evaluation, recommendations and such materials as can be given, to be made available to all Intermediate Unit 13 school districts for their elementary schools, if desired, through their guidance departments.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency School District of Philadelphia
Address: 705 Administration Bldg., 21st & Parkway, Phila., Pa. 19103
Project Director Althea L. Cousins

State Project Number 74036G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Secondary School Counselors – Staff Development

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/75	6/30/75	$ 7,400	1975	
	9/1/75	6/30/76	7,400	1976	
	9/1/76	6/30/77	4,400	1977	
TOTAL			$19,200		

Proposed Termination Date 6/30/77 **Projected Funding Level for total project period** $19,200

TARGET POPULATION:

This is a staff development program for approximately 43 Philadelphia public senior high school counselors and 35 junior high school counselors in secondary schools with identified mentally retarded students. There are currently approximately 1000 of these students in grades 7 to 12 in senior and junior high schools. These schools represent a cross section of the pupil population in Philadelphia public schools – approximately 65% black, 4% Spanish speaking and 31% white or "other". Philadelphia is a large urban city with a heavy concentration of families at or below poverty level with all of the attendant problems of city living. It is anticipated that all of the 1000 pupils will receive benefits from the staff development program offered the counselors.

MAJOR OBJECTIVES:

The major objectives of this program are to increase secondary school counselors' knowledge of the mentally retarded adolescent and his needs, to identify the counseling services needed, and to increase counselors' knowledge of community resources that are geared to helping the mentally retarded.

The School District of Philadelphia has a commitment to the integration of mentally retarded students into regular junior and senior high schools. It also has a commitment to the provision of supportive services so necessary in helping pupils move from comparatively small homogenous schools or classes to a large complex secondary school. These pupils need much help in career planning, job preparation and job finding so that they may become independent functioning members of society after they leave school. Counseling is one of the supportive services which can help meet these needs.

ACTIVITIES:

One workshop consisting of four two hour sessions will be held for senior high school counselors and one of the same number of sessions for junior high school counselors. The sessions for the two workshops will be similar except for the focus on the particular age level involved.

The four sessions will include a presentation and discussion of the needs of the mentally handicapped student as he moves into a regular secondary school. The leader for one session will be a person with special expertise in the area of integrating mentally handicapped students into a regular school program. Two counselors who have worked with mentally hanidcapped students in a special school setting will share their knowledge of counseling services needed. This will be followed by a discussion with the participants as to how they can plan to offer these services. Other sessions will focus on gaining information from representative of community agencies which offer help especially to the handicapped.

Project Title: Secondary School Counselors – Staff Development	**State Project Number** 74036G

EVALUATION DESIGN:

The participating counselors will be asked to fill out questionnaires to ascertain the participants' knowledge in three areas: (a) specific counseling services needed by mentally retarded adolescents, (b) available community services and (c) the integration of mentally retarded students in regular secondary schools.

FINDINGS TO DATE:

Project has not started.

DISSEMINATION PLAN:

A written summary of the workshop will be distributed to all secondary school principals and counselors and to interested parent and community groups (such as the Philadelphia Association for Retarded Children and the Philadelphia City Office for Mental Retardation). Verbal reports will be given in school meetings of counselors, at district meetings of counselors, at district meetings of principals, to home and school associations and to other interested parent groups.

PROGRESS TOWARD ADOPTION:

Not applicable at this point.

Date completed or revised:	**Completed by:** Althea L. Cousins	**Phone:** 448–3314

Local Educational Agency Methacton School District
Address: Kriebel Mill Rd., Fairveiw Village, Pa. 19403
Project Director William E. Snyder

State Project Number 74037G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA.

Title of Project: H E L P (Humanizing the Elementary Level Program)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/74	6/75	$10,400	1974–75	$10,400.00
TOTAL			$10,400		$10,400.00

Proposed Termination Date 6/75

Projected Funding Level for total project period $10,400.00

TARGET POPULATION:

Students in grades 4, 5 and 6 in the Methacton School District attendance area are the target population of this project. Of the 1423 children, 99% are Caucasian and 1% are of other ethnic origins. The socio-economic composition of the families in this attendance is 10% upper-middle class, 75% midddle class and 15% lower-middle class.

MAJOR OBJECTIVES:

A. To provide our intermediate teachers with training that will bring a climate of emotional development into the classroom with emphasis on three important areas of emotional development, namely, self-confidence, self-understanding, and human relationships.
B. To humanize our school program by enabling our children in the intermediate grades to:

1. Verbalize his experiences freely
2. To recognize and share positive and negative feelings
3. Identify with the feelings of others
4. Develop self-control and self-confidence
5. Increase their responsibility, tolerance, empathy and skill in making helpful suggestions.

EVALUATION DESIGN:

1. A pre-test (Firo – B Test) will be given to teachers surveying their attitudes toward emotional development and their current emphasis on the areas listed in the objectives.
2. A post-test (Firo – B Test) will be given at the end of the year to determine their growth in this humanizing aspect of education.
3. Principal observations in the classrooms will also be used to guage the growth and accomplishment of this first objective.
4. Pre and post self-concept tests will also be administered to the children to provide insight on their emotional development during the school year.

Project Title: H E L P (Humanizing the Elementary Level Program)	**State Project Number** 74037G

FINDINGS TO DATE:

In a previous Title III grant, Project No. 256 in 1972, this same program was used for the teachers and students in the primary grades in the Methacton attendance area. The findings were as follows: (1) Some children became more open in their communication, (2) Some previously hostile children improved their behavior, (3) Many classrooms became more student centered, (4) Teachers reported that many of their childrens' self-image improved.

DISSEMINATION PLAN:

Our primary dissemination activity will be to develop a tape-slide presentation to be used for PTA groups and in-servicing new elementary teachers.

PROGRESS TOWARD ADOPTION:

Efforts will be made to incorporate the "magic circle" approach into the elementary curriculum wherever possible. Primary teachers, involved in this project previously, continue to use the magic circle approach with continued success.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency Norristown Area School District
Address: 401 North Whitehall Road, Norristown, Pa.
Project Director Lillian M. O'Connor

State Project Number 74038G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Exploring Affective Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	8/31/75	14,792.00	1974	14,792.00
TOTAL					

Proposed Termination Date 8/31/75

Projected Funding Level for total project period 14,792.00

TARGET POPULATION:

Forty-five teachers, counselors, and support personnel in the Norristown Area School District are the target population of this project. Approximately 9,511 students in 8 elementary schools, 3 middle schools, 1 junior high, and 1 senior high are taught by approximately 494 professional personnel. In addition, 8 non-public schools serving 4,819 students are located in the community. The community is semi-urban with some light industry and has a population of 55,380.

MAJOR OBJECTIVES:

It is to equip forty-five staff members with more effective communication skills and have them share this information with their fellow teachers. It is our objective to explore and test various affective education communication techniques, then evaluate and discover the ones that best suit the particular personality, environment and student-teacher, student-counselor, counselor-tea[illegible] need. To develop staff skills in facilitating discussions in which students can ventilate feeling which impede learning. To have school personnel identify and initiate methods of handling a student's self-esteem and motivating him to change, to have teachers experience ways of resolving conflict which are more effective than using authority or power. To have teachers learn to employ methods utilizing student participation in formulating classroom rules, to elicit increased consideration on the part of teachers and students of each other's needs.

ACTIVITIES:

Project activities will focus on twenty-five hours of in-service training. Topics to be explored and discussed will include Schools Without Failure. Decisions and Outcomes, Teacher Effectiveness Training, Logical Consequences – A New Approach to Discipline, plus other effective communication techniques. Each participant will receive classroom instruction which will include lectures, demonstrations, tape recordings, classroom participation experience, role playing and general group discussions, they will be provided with supplementary reading material, self instructional skill practice materials and self administering diagnostic inventories. A specific plan for using class activities requiring application of the method taught in the in-service class will be formulated by each participant.

The Director of Pupil Services, a principal, teacher and the guidance leader will maintain and review each phase of the program.

EVALUATION DESIGN:

In the planning stage, at this time, is the use of video-taping as a means of self evaluating the techniques learned in class. Where possible the comparision of the number of discipline referrals by teachers who

Project Title: Exploring Affective Education | **State Project Number** 74038G

participate in the program with those who have not and/or comparison of the number of referrals made by participants before and after the in-service will also be made.

FINDINGS TO DATE:

No data.

DISSEMINATION PLAN:

A slide tape presentation of the project from start to finish is being designed in cooperation with the help of the Norristown Area School District communication specialist.

PROGRESS TOWARD ADOPTION:

No data.

Date completed or revised: 12/74 **Completed by:** Lillian O'Connor **Phone:** 539–1000

Local Educational Agency	Norristown Area School District	**State Project Number**
Address:	401 N. Whitehall Road, Norristown, Pa.	
Project Director	Lillian M. O'Connor	74039G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Counseling Cooperative, School Community Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/74	8/31/75	20,398.00	1974	20,398;00
Cont.	7/1/75	8/31/76	15,000.00	1975	15,000.00
Cont.	7/1/76	8/31/77	13,000.00	1976	13,000.00
TOTAL					

Proposed Termination Date 8/3/77

Projected Funding Level for total project period 48,398.00

TARGET POPULATION:

Students in grades K, 1, 2, 3, 4 in six elementary schools in the Norristown Area School District are the target population of this project. Enrollment for the current year (1974–1975) will be approximately 85% Caucasian, 13% Negro, and 2% are of another ethnic origin. The socio-economic status of the family in two schools is primarily lower class and in the other four lower and middle class.

There are presently 93 professional staff members assigned to the school including librarian, music, art and gym teachers.

The community is semi-urban with some light industry and has a population of 55,380. The public school district has an enrollment of 9,511 students, with a total professional staff of 494 dispersed among 8 elementary schools, 3 middle schools, 1 junior high school and 1 senior high school. In addition, 8 non-public schools serving 4,300 students are located in the community.

MAJOR OBJECTIVES:

To provide means to deal with and to diminish student anxieties, tensions, and hostilities growing from the urban composition of the school environment through classroom guidance projects, small and large group activities. To increase the awareness of in-house staff, community persons and parents, with an affective education and guidance-oriented school philosophy and program by organizing a series of in-service type programs. To form a Counseling Cooperative incorporating representatives from the Education Sector (from janitorial staff to the principal) community representatives and parents, for the purpose of assuming input from all adults involved with our students. To increase parental involvement by identifying homes in the area where small group meetings could take place.

ACTIVITIES:

Project activities will focus on building and maintaining a continuing program for the professional growth of the Counseling Assistants through the establishment of an in-service program to introduce 1) pre-planned classroom guidance activities, 2) effective communication techniques, problem solving vs. dead responses, 3) community services in Montgomery County, 4) Norristown Area School District information programs and services. A schedule for each class to participate in the guidance activities will be planned in cooperation with the teachers and principals. A Counseling Cooperative will be established made up of both lay and professional personnel. They will participate actively in all segments of the program.

EVALUATION DESIGN:

Each phase of the program includes performance objectives. After each three months sequence, a questionnaire will be sent to the school staff to evaluate the program's progress and to elicit constructive suggestions.

Project Title: Counseling Cooperative, School Community Project

State Project Number 74039G

FINDINGS TO DATE:

The performance objectives have been realized. The results of the first questionnaire indicated that 99% of the staff was extremely satisfied with the program, the materials and the personnel involved. 1% wanted more time spent in small group activities.

DISSEMINATION PLAN:

Articles in the local newspapers and spot radio announcements have publicized the program. Two coloring books describing the program have been prepared for use in kindergarten, first and second grade. A newsletter Flashes for Families – From the Elementary Counselor has been inaugurated this year. A slide-tape presentation will also be prepared at the completion of the project.

PROGRESS TOWARD ADOPTION:

No data.

Date completed or revised: 12/74

Completed by: Lillian M. O'Connor

Phone: 539–1000

Local Educational Agency Philipsburg–Osceola Area School District
Address: N. Lincoln Hill School Administrative Office
Project Director

State Project Number 74040

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Teacher Role Development

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.			$68,000	1975	$68,000.00
TOTAL					68,000.00

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

The population is two fifth grades and two sixth grades with a total of 84 students from a poor Appalachian community. Thirty-seven fifth graders and 47 sixth graders are involved. The school, Wallaceton–Boggs Elementary, is a low income (Title I eligible) rural school with very low parent involvement. The model can be applied to another elementary in the same district in succeeding years.

Under the supervision of one elementary principal, four teachers will work as a team in developing desirable teacher role behaviors. Orientation and training will be conducted during the school year so that an accurate description of the current situation can be determined before training begins.

MAJOR OBJECTIVES:

This project has three major objectives:

1. To develop a package to train teachers to identify and modify behaviors which will support positive pupil interest in school based on use of EQA (Goal 4) data.
2. To train teachers to (a) identify desirable classroom behaviors and to modify their behaviors to be congurent with these behaviors; (b) use VTR equipment; (c) train other teachers in other techniques of role analysis, and modification in the development of a desirable classroom climate.
3. To produce positive student reaction to school environment and learning based on EQA affective measures.

ACTIVITIES:

Project activities will center on the analysis of current student attitudes and teacher behaviors. With this data, teachers will determine classroom changes required to affect pupil achievement of positive attitude toward school. Teachers will work in teams to observe each other and will observe themselves by learning use of VTR equipment. Initial behaviors will be identified to be developed. These will be tested in the classroom and modified as necessary to achieve project goals. The ultimate aim of the project is to develop a package of behaviors which can be exported to other schools in the district.

EVALUATION DESIGN:

The assessment of the Teacher Role Development project will consist of summative and formative evaluation, with major attention to summative evaluation. Summative evaluation will be based on two pre- and post-tests of each of the fifth and sixth grade students in the four classrooms participating in the project.

Project Title: Teacher Role Development	**State Project Number** 74040

These tests will compare attitude toward teacher and school at the beginning and ending of one school year. The paradigm of testing is $A_2 > A_1$. Pupil attitude toward school and teachers should be more positive at the second testing than at the first testing.

DISSEMINATION PLAN:

A major goal of this project is to develop a training package to help elementary teachers identify and modify their behaviors in the classroom so that student interest in school will rise (Goal IV, EQA criteria). With the help of consultants, the teachers and the elementary principal will develop this training package so that it can be disseminated within the district in the year following this project. The package will be exported to another elementary school in the district where it can be further tested and refined and used to improve student attitude toward school as measured by EQA criteria. In addition to the dissemination of this package to other classrooms in Pennsylvania, the results of the project year will be disseminated to parents, the PTA, to other districts in the state, and perhaps in a journal article.

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency	Midwestern Intermediate Unit IV	**State Project Number**
Address:	Maple Street, Grove City, Pa. 16127	
Project Director	Angelo Pezzuolo	74041

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School/Community Social Studies Consortium

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
ESEA Title III	III	7/1/74	6/30/75	19,400.00	1974/75	
Regular						
TOTAL				19,400.00		19,400.00

Proposed Termination Date 6/30/75

Projected Funding Level for total project period 19,400.00

The purpose of this project is to combine the specific talents of community resources professionals in the areas of law, consumer economics, banking and investments, insurance, sociology, politics and the environment with the teaching talents of certified social studies teachers in a team teaching strategy. The project is designed for implementation in a social studies mini-course elective plan for Grades 7–12, during the last nine weeks of school at Mercer Area Jr. Sr. High School, a rural school in Northwestern Pennsylvania.

Social Studies teachers on the existing school staff will plan the mini-courses with the assistance of the resource professionals. A course of study with performance objectives, learning activities, learning resources and methods of evaluation will be prepared for each mini-course.

A team-teaching strategy will be utilized with the resource professional teaching three or four days per week depending on the amount of time that he/she can schedule. The social studies teachers will function in the team teaching strategy five days per week.

The mini-courses will be offered on an elective basis the last nine weeks of school. This is usually the last part of March.

If the program can be continued, students will, during their six years in High School, have the opportunity to receive instruction in at least six of the eight social studies mini-courses. Students will be encouraged to schedule an additional mini-course during the last nine week period in lieu of a study hall if the student's schedule permits.

Local Educational Agency	Northern Lehigh School District	**State Project Number**
Address:	Shadow Oaks Lane, Slatington, Pa. 18080	
Project Director	Mr. Charles S. Canning	74042G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Northern Lehigh Guidance Self Study

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date ______________ **Projected Funding Level for total project period** ______________

TARGET POPULATION:

The Guidance program of Northern Lehigh School District includes approximately 2400 students in all grade levels K through 12. Almost all of the population is Caucasian consisting mainly of German, Welsh and Italian origins. The socioeconomic status is lower and lower middle class composition.

There are at present approximately 100 members of the professional staff and six administrators. The district is served by three members of the guidance staff, one at each educational level. There are four elementary buildings, a junior high school and a senior high school.

The community is rural and consist of farming, small business and manufacturing.

MAJOR OBJECTIVES:

The primary thrust of this project is to assess the needs of the various guidance publics and implement these into a coordinated guidance program which will best serve the students of Northern Lehigh.

ACTIVITIES:

The project will consist of nine major tasks: to understand the community, to understand the school, to understand the role and function of the counselor, to understand the perception of the guidance program's various publics, to interpret and analyze the data, to report the data, to develop objectives and activities for the guidance program, to develop plans for the implementation of a coordinated guidance program and to clarify the services of the resulting program.

EVALUATION DESIGN:

The response of the various persons responsible for the implementation of the recommendations made as a result of the self study and the carrying through to completion the program modifications will indicate the value of the project. Additional evaluation will survey the various publics to establish change in perception of guidance and effective utilization of services.

FINDINGS TO DATE:

Surveys indicate the guidance services of Northern Lehigh lack in staffing compared to neighboring districts. There is an established need for a rigorous evaluation of the guidance program in order to determine its real value and direction. Student responses on vocational questionnaires indicate the need for more availability of guidance services. However, the real value of guidance to the community must be established.

Project Title: Northern Lehigh Guidance Self Study	**State Project Number** 74042G

DISSEMINATION PLAN:

Channels of communications will be opened to the various publics through community meetings, committee meetings with various publics (parents, students, faculty, administration), open houses and slide presentations. Reports and newsletters will be released periodically to these various publics.

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	21st Street and the Parkway, Philadelphia, Pa. 19103	
Project Director	Norman Newberg	74043

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School For All Ages

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	10/1/74	8/31/75	150,000	1975	
TOTAL			150,000		

Proposed Termination Date 8/31/79 **Projected Funding Level for total project period** 660,000

TARGET POPULATION:

The School for All Ages project includes two seperate schools which will commence February 1, 1975. Each school will eventually enroll 260 students Pre K through twelfth grade and approximately 50 adults from age 21 to the elderly. All those enrolled in the school will come from its immediate community.

The two schools will be situated in very different sections of Philadelphia. One is very close to the center of the city and the waterfront and includes a mixed social, racial, ethnic and economic population. The other is a long-standing residential area which continues to be middle-class.

There will be a full-time administrator, seven teachers, two non-professionals and four adult aides/students at each school during the first year. In addition, a full time staff person from Temple University will serve both schools as coordinator of the adult segment of the program.

MAJOR OBJECTIVES:

Interest in a School for All Ages springs from two main concerns: A) a concern about an imbalance in the competition-cooperation continum in our society and B) a concern about the lack of intergenerational exchanges and learnings in our society today. Accordingly, the general objective of the project is to provide an educational setting (school and community) in which people of all ages will have an opportunity to interact and learn from each other in a cooperative fashion.

The general objective of the project in its first year is to enroll students PreK – 10 grade, to obtain faculty and coordinators, to provide the staff with training, to design and implement an adult program, and to design and implement a school program and structure which will be consistent with the basic purpose of the school. In behavioral terms, objectives of the project include:

1. Students will interact in a variety of age groupings.
2. Students will interact in a variety of ways with adults other than their specifically assigned classroom teacher.
3. Classroom interaction will stress cooperation rather than competition.
4. Students will study how groups operate and the roles individual members play.

ACTIVITIES:

Initial activities of the program center around a) the development of local community support and involvement through various presentations at meetings, articles in neighborhood press, and workshops; b) site selection; c) staff recruitment and selection; d) acquisition of furniture, supplies and courses of study; e) development of the adult program in conjunction with Temple University; and f) staff development and training. In-service training will include the following: experiences in developmental models (Erikson,

Project Title: School For All Ages

State Project Number 74043

Alschuler-Weinstein), experiential techniques (role paly, fantasy, gaming); group porcessing skills; and organizational model, physical structures, and rituals which foster cooperation.

All students will be involved in some form of a vertical grouping arrangement as well as participate in a school-wide tutoring program. Curricula will be used which depend in part upon group effort and which focus upon questions of human development, communication and social issues. The total school population will engage in community projects such as mural painting, chalk-ins and surveys. A unique feature of the adult program will be the involvement of 8 individuals who will be working towards a career change by gaining college credit for their work in the schools.

EVALUATION DESIGN:

The evaluation for the first year's operation will consist of two parts. The first part addresses itself to attainment of enabling objectives for project operation. Project evaluators will review and observe where possible for the following: procedures and records for student, adult and faculty recruitment and selection; records and designs of staff development sessions; community conferences and dissemination efforts.

The second part of the evaluation addresses itself to descriptive field study research. The project of the descriptive research will serve as base line data for establishing specific objectives and expected criterion levels of attainment for the second year of the school's operation. A classroom observation instrument will record the following: grouping arrangements; the number and type of contacts between adults and students; group processing; procedures for fostering affiliation needs; and curricular materials which deal with human developmental issues and foster group work.

FINDINGS TO DATE:

Statistical evidence from related projects in Philadelphia and elsewhere indicates that students make significant cognitive gains in basic skill attainment when they tutor others and when they work cooperatively with each other. In addition, students show a more positive attitude toward school and learning and toward fellow student; they demonstrated less anti-social behavior; and they increased their feelings of self-esteem.

DISSEMINATION PLAN:

Plans for dissemination include reports in neighborhood and city press, reports to local district meetings, on-site visits, full day Saturday workshops at the schools, a slide-tape presentation, articles in national popular magazines and professional journals, and progress reports to national professional conferences. One of the goals of the project is to serve as a model for the establishment of Schools for All Ages in all districts of the city. It is also anticipated that the adult segment of the program will be a useful precedent in the national movement for lifelong education.

PROGRESS TOWARD ADOPTION:

The program has received the enthusiastic support of the local school administration. Successful implementation and positive results could mean replication in other districts of the city and continuation under the operating budget.

Date completed or revised: 9/25/74 **Completed by:** Norman Newburg **Phone:** 215–448–3314

Local Educational Agency	School District of the City of Erie, Pa.	**State Project Number**
Address:	1511 Peach Street, Erie, Pa. 16501	
Project Director	Jean B. McClenathan	74044G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Guidance Assessment – Initiation of a Systematic Program Management Procedure

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	10/1/74	6/30/75	$25,000.00	1974	$25,000.00
TOTAL			$25,000.00		$25,000.00

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Approximately 8,742 secondary students in grades 7 through 12 will be participants in the projected study. The community population approximates 130,000 and is considered to be urban, industrial and commercial. A number of suburban residential areas exist on the periphery of the city but are within city school limits. Sociologically speaking, the socio economic status of families residing within the school districts run the gamut from lower-lower to upper-upper class being predominately middle-middle class. Counseling staff from all levels will participate in all in-service training and will number forty (40) adults. These counselors, as staff numbers will be involved in the project. In addition, services of the Coordinator of Guidance Services, Coordinator of Data Services, Manager of Data Processing, who services will be in kind – and one statistical data clerk, a part-time clerk, and six outside consultants who will be involved in development and inservicing.

MAJOR OBJECTIVES:

The project is to develop, refine and implement a guidance service assessment package which will serve as a basis for guidance services' development, accountability and cost effectiveness analysis. In general terms the objectives of the assessment project would be:

1. To involve school counselors in investigation, development, refinement, inservice, and final design of a model for assessing guidance and counseling services: (a) to acquire through monthly reports data regarding services requested by student; counselor activities performed in local school settings; amount of counselor time spent during school day on guidance related activities; clerical tasks, and administrative support activities; (b) to assess through a special coding system counseling effectiveness; (c) to determine counseling effectiveness in areas such as personnel, educational and financial problems as well as activities with parents, teachers and administrators in degrees relative to grade levels, males, females, inner-city, suburban factors.
2. To research counselor effectiveness data to form a base for cost effectiveness study.
3. To employ cost effectiveness data to form an informational base for program planning.
4. To combine both pupil population requested services and cost effectiveness data to build guidance program emphasis in local school settings.
5. To utilize all resulting information, plans and programs to determine direction of guidance services on a city-wide basis; personnel, numbers and types, inservice needs and school-community services.

Project Title: Guidance Assessment – Initiation of a Systematic Program Management Procedure

State Project Number 74044G

This document presents a proposed task designation for one project goal on which most of the first year's efforts will be focused. The complete set of goals to be achieved over a three year period may be designated as:

1. Obtaining hard data on counselor's time utilizations.
2. Establishing the value and general effectiveness of guidance services.
3. Identifying specific school system needs for guidance services.
4. Promoting a clear definition and understanding of guidance goals.
5. Enabling counselors to use their time most effectively.
6. Improving the professional status of guidance, state-wide and nationally.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency Stony Creek Middle School-Antietam School District
Address: Antietam Road, Stony Creek Mills, Reading, Pa. 19606
Project Director Mr. L. B. Palm

State Project Number 74045G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Affective Guidance in the Classroom

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/74	5/31/76	18,380.00	1974	18,380.00
TOTAL			18,380.00		18,380.00

Proposed Termination Date 5/31/76

Projected Funding Level for total project period ____________

TARGET POPULATION:

Students in grades 6, 7, and 8 of both the Stony Creek Middle School and St. Catharine's Elementary School are the target population of this project. The current enrollment for the 1974–75 school year is 185 middle school students and 50 elementary school students of which approximately 99% are Caucasian and 1% are of other ethnic origins. The socioeconomic status of the families in the attendance area is primarily from lower-middle to lower-upper class composition.

There are presently 26 staff members involved in the project, including 1 administrator, 1 counselor, 21 middle school teachers, 1 nonpublic teacher, 1 elementary teacher and 1 paraprofessional.

The community is a residential, suburban one with a population of 8,000. The school district has an enrollment of 1,425 students and a professional staff of 87 dispersed among 2 elementary schools, 1 middle school, and 1 high school. In addition a 1–8th grade non-public school serving 391 students is located in the community.

MAJOR OBJECTIVES:

This project is aimed toward the development of congruent communication which will reinforce a student's positive behaviors while helping him or her develop an internal discipline to control socially unacceptable behaviors. This is to be focused on student-to student interactions, as well as, adult-to-student interactions. In performance terms, the objectives of the project are as follows: (1) Process Objectives: a) increase student-to-student compliments aimed at a specific behavior, b) decrease student-to-student criticism, c) increase the voluntary oral participation of the usually quiet students. (2) Product Objectives: a) increase the number of student answers to teacher asked questions which require synthesizing information rather than straight recall b) increase student self-reliance for this learning activities.

ACTIVITIES:

Project activities for the current year will involve staff meeting to examine actual classroom behaviors via videotape. In addition, the staff will be viewing videotaped examples aimed at techniques to increase student questioning. Throughout the year staff visits to other open middle schools will also be conducted. Consultants versed in examination of guidance procedures, human behavior, and question asking regularity will assist us in how to provide greater attention to the affective level of our young people.

During the summer of 1975 the project staff members will participate in a 2 week session administered by Millersville State College. The session will be aimed at developing a program which will develop congruent communication to involve the students thoughts and emotions in the decision making process. The resulting program will then be given a 1 week test period with a group of 30 youngsters of the outgoing 7th grade.

Project Title: Affective Guidance in the Classroom	**State Project Number** 74045G

EVALUATION DESIGN:

Evaluation shall consist of the following methods using pre, and post techniques. The written Faces Inventory and parental questionnaire on student attitude shall be used as both pre and post test instruments. A Teacher Attitude Inventory constructed by Millersville research associates based on the Minesota Teacher Attitude Inventory (MTAI). This is to be taken by the teacher as both a pre, and post instrument. Consultants shall give ther pre-, during, and post perceptions in written form. Videotapes taken – before, during, and after the program shall be scored using the Bales Interaction Analysis. This analysis is conducted by using two trained observers who shall score the behaviors observed into 12 categories – six of which represent the knowledge base (task) and six the affective base (socioemotional) of an individual. These categories do not classify what is said, but rather how the persons communicate. Comparison of both EQA (Educational Quality Assessment) scores and Stanford Achievement Scores previously taken in the district will be made with those that will be taken.

FINDINGS TO DATE:

No data has yet been collected.

DISSEMINATION PLAN:

A slide-tape presentation will be developed for presentation to various community groups. The district newsletter published bimonthly shall contain articles about the program. Twice a year specific brochures shall be mailed to the parents of the students involved. The daily newspapers shall be kept informed of the program's development. Use of Berks Cable TV with videotapes made in coordination with the videotape project that is now in process with Title III funds in conjunction with Dr. Robert Fina of Kutztown State College.

PROGRESS TOWARD ADOPTION:

This is considered a seeded program which the local education agency shall fully fund during the remaining period of the program after this fiscal year.

Date completed or revised: 9/30/74

Completed by: L. B. Palm

Phone: 215–779–3545

Local Educational Agency Mohawk Area School District
Address: Bessemer, Penna. 16112
Project Director Edmund Retort

State Project Number 74046 G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Mohawk Area Follow-Up Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
ESEA III	7/1/74	6/30/75	$1,779.00	1974/75	$1,779.00
TOTAL			$1,779.00		$1,779.00

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $1,779.00

TARGET POPULATION:

Former students (graduates) comprises the total population of this project. Total number of students surveyed is 1,247, which consists of 7 former graduating classes.

The student population is predominately Caucasian with 6 students being Negro.

There are presently 60 staff members assigned to the Junior-Senior High School, which consists of 3 full time administrators, 2 counselors, 1 librarian and 1 non-professional.

The community is rural in nature with (2) large cement industries as the primary place of employment for the district's 10,000 population.

OBJECTIVES:

The general objective of the project is to put together data supplied to us through the project survey and implement those areas that the survey indicates.

This evaluation will aide us in improving our curriculum and services to our present students.

ACTIVITIES:

The project activities during the current year will include the mailing of a formal inventory to 1,247 former graduates. The inventory will consist of questions relating to the graduates' former education received while attending Mohawk.

Upon receipt of the inventory the faculty study committee will tabulate and evaluate the results, and then make recommendations for any curriculum changes if necessary.

Results of the study will be put in booklet form and made available to all staff members.

Local Educational Agency West Chester School District
Address: 320 North Church Street, West Chester, Pa. 19380
Project Director Joseph R. Turse, Supervisor, Bilingual Education

State Project Number
74047

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Bilingual/ESL Pre-Vocational Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	10/15/74	10/14/75	$45,000	1974	$45,000
TOTAL			$45,000		$45,000

Proposed Termination Date 10/14/77
Projected Funding Level for total project period $70,920

TARGET POPULATION:

Spanish background and English-speaking students in grades 9–12 attending the Henderson Senior High School, West Chester School District will be the target population of this project. Approximately 25 Spanish background students evidencing language interference problems as well as skill deficiencies and 25 English Background students and potential dropouts evidencing below-grade basic skills development will comprise the integrated program group. Low achievement and low motivation characterize participating students.

MAJOR OBJECTIVES:

Program Objectives:

1. Participating Spanish background students will increase their basic communication skills in English and Spanish with the main thrust in the area of English-Second-Language (ESL).
2. All participating students will improve basic math skills as a result of the highly structured tutorial approach and the multimedia lab materials.
3. Participating English background students will increase basic communication skills and study skills as a result of the tutorial plus multimedia lab approach following individual diagnosis and prescription.
4. All participating students will become aware of vocational alternatives and/or continuing educational opportunities via the bilingual pre-vocational program and its related activities.
5. All participating students will show increased positive attitudes toward the "World of Work", their fellow students of another culture, and their daily school tasks as a result of this new approach to learning, regular counseling and part-time success.
6. Self-concept among participating students will show a significant increase.
7. The dropout rate among the Spanish-speaking students and other English-speaking potential dropouts will show significant reduction.

General Objectives of the project are to implement the highly structured learning environment of the multimedia lab to provide:

(a) Individualized diagnosis, prescription and instruction;
(b) Small group instruction;
(c) Flexible as well as individualized scheduling within the high school mainstream;
(d) Awareness of vocational alternatives, career opportunities and/or continuing educational opportunities;
(e) A bicultural setting which will improve study and work attitudes as well as self-concept values;
(f) Pre-service and on-going in-service staff development for the teacher, tutor, aide and counselor will be implemented based upon periodic needs assessment surveys made thoughout the school year.

Project Title: Bilingual/ESL Pre-Vocational Program

State Project Number
74047

Specific Objectives as stated in the proposal provide for pre and post-testing which will establish the following for all participants:

(a) Improved reading level scores of 1.0 years after involvement in the program for 6 to 8 months (criterion referenced);
(b) Increased mathematical computation skills by a mean score of 1.0 (criterion referenced);
(c) Increased self-concept and student/worker concept as measured by Piers-Harris and Shaw-Wright scales;
(d) Significantly increased attendance rate as compared with the norm for non-program students in the school who are non-academically oriented.
(e) Significantly reduced dropout rate as compared with pre-project data.

ACTIVITIES:

A. Pupil Oriented Activities

All program students will be part of the high school mainstream, attending daily classes carefull selected to meet individual needs based upon needs assessment measures and language capability.

A bilingual teacher will be in charge of these students providing them with daily opportunities to work at an individual pace.

A community-based action/learning work program will be initiated for those students evidencin readiness.

Group and individual counseling will be carried out on a regular basis by a regular high school staff counselor who is coordinating with the program.

B. Staff Oriented Activities

One full-time bilingual teacher, one full-time aide and one part-time basic skills tutor comprising the staff will participate in scheduled in-service learning/training sessions to achieve optimum productive levels using the scientifically paced audio-visual equipment. In-service work will also include development of special materials for affective educational activities as well as development and/or adaptation of materials to increase cross-cultural understanding.

EVALUATION DESIGN:

An evaluation design of pre and post-testing to determine basic skills levels and to diagnose individual needs will be performed by an external educational evaluator. The purpose will be to make accurate pupil needs assessment as well as to provide prescriptive educational planning and to determine the on-going effectiveness of the program.

The State Dept. of Education will also evaluate program activities.

FINDINGS TO DATE:

Pre-program needs assessment done with the Spanish-background target population evidence group data on English measures.

The EQA was administered on a pilot basis to the Spanish-background group in cooperation with the Division of Educational Quality Assessment. The elementary form for 5th graders was given due to the low reading level of the target population.

DISSEMINATION:

Plans for dissemination comprise a multimedia approach. These include radio spots, newspaper columns, picture brochures, newspaper feature articles, features in the District's newsletter, video-taping, color slides and tape presentations along with a public board presentation by the students in the Spring.

Speaking engagements by the supervisor, coordinator and students will be held throughout the year. Demonstrations by students in the multimedia laboratory will be made on a regular basis to school staff, community members and visitors.

Date completed or revised: 12/16/74
Completed by: Joseph R. Turse
Phone: 215–436–7150

Local Educational Agency Redbank Valley School District
Address: R.D. #3, New Bethlehem, Pa. 16242
Project Director John M. Mogle, Guidance Counselor

State Project Number 74048 G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: To Develop Career Guidance and Counseling

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	11/74	6/75	$12,200.00	1974	$12,200.00
TOTAL				$12,200.00		$12,200.00

Proposed Termination Date June 30, 1975
Projected Funding Level for total project period ____________

TARGET POPULATION:

Students in grades 7 through 12 of the Redbank Valley School District attendance are the target population of this project. The enrollment for the current year (74-75) is 1,044. The socio-economic status of the families are of the lower middle class composition. The community is semi-rural, located in southern Clarion County, predominately mining (strip), agriculture and lumber products.

MAJOR OBJECTIVES:

The general objectives of the project is to develop a career education that will endeavor to intergrade the present educational system with a program designed to provide experiences that can give direction to every student's studies. In behavioral terms, the objectives of the project are as follows:

1. To identify self-attitudes that facilitate successful interactions with others.
2. Utilize community resources in fostering a better understanding of the relationship between education and work.
3. Have group as well as individualized instruction in career occupations.
4. Create a materials resource room that students can use in their free time.

ACTIVITIES:

Project activities will be focused on the entire year. We have a scheduled class in 8th grade that meets every week (6 sections, 6 classes). They meet on Monday, Tuesday, Thursday, and Fridays. The career room will be open every day with a counselor aide (paraprofessional) in charge under the director of the project.

Local Educational Agency Delaware County Intermediate Unit, #25
Address: State Bldg., Sixth & Olive Sts., Media, Pa. 19063
Project Director Mr. Alfred K. Gallagher

State Project Number 74049 G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Development: Focus on Curriculum

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	11/1/74	6/30/75	$23,650.00	1974	$23,650.00
TOTAL				$23,650.00		$23,650.00

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $26,450.00

TARGET POPULATION:

This project is designed to provide in-service and on-going consulting to complete a career development syllabus K through 12. This will be accomplished by working with a team of professionals from each participating school district and nonpublic school in Delaware County.

Delaware County consists of fifteen school districts with total enrollment of 136,730. Although there is no direct student participation in the project, the end results will be for the benefit of all students K through 12.

MAJOR OBJECTIVES:

The program consists of two phases. The first phase will concentrate on the development of units or modules appropriate for integration within the current curriculum. The basic procedure will consist of (a) identifying the basic career development needs; (b) reviewing available resources for use in units; (c) studying delivery strategies for the units; (d) designing the units; and (e) developing evaluation procedures for each unit.

The second phase will be to develop a broad-based delivery system approach for career development programming integral to the total school program. This will involve construction of a model program compatible to the school districts and nonpublic schools.

ACTIVITIES:

Activities include task-oriented groups, business-industrial visits, community surveys, role-playing, interaction with human resources brought to the sessions, practice usage of selected simulation materials, and periodical lectures. The content of didactic sessions will include (a) current society-based influencers of career development; (b) the educational/occupational structure; (c) the definition of career education, career development, vocational maturity and vocational aspects of guidance; (d) specific factors relating to career development; (e) facilitating educational/career development; (f) the consumers of vocational guidance; (g) various approaches to the provision of career development services; (h) the various types of information and its use with students; (i) formulating objectives for career development education; and (j) assessment procedures for programs.

Local Educational Agency Danville Area School District
Address: Northumberland St., Danville, Pa. 17821
Project Director Robert L. Aurand

State Project Number 74050G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Facilitating Remediation Through Guidance Services

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/1/74	6/30/75	9750.00	1974	9750.00
TOTAL			9750.00		9750.00

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** 9750.00

TARGET POPULATION:

Approximately 98% of the 3,700 students of the School District are Caucasian with less than .5% being of any other one ethnic origin. The economic status of the residents presents a broad spectrum of income which ranges from those people who are on public assistance to the highly paid staff members of the local medical center.

The semi-rural light industry nature of the region has changed rapidly over the past few years with the intrusion of the Chicago to New York City Interstate Highway. Danville has suddenly found itself to be a transportation hub within three hours traveling time of most points of the Eastern Seaboard metropolis. Purportedly there will be an even greater impetus for change when a major Lakes to Sea Artery intersects with the Interstate, if not within our school district, nearby to the point of being significant.

Experience has shown that a significant proportion of the youngsters having difficulty with learning are members of a family of the end of the spectrum that represents lower income and it is these children who will be the principal recipients of the service. In number they will represent approximately one tenth of our student population or about thrity youngsters per grade from K through twelve.

MAJOR OBJECTIVES:

The purpose for the proposal is to design and test a model to provide appropriate follow-through services as reflected by child study reports. The coordination of the model's activities is to be by the pupil services staff.

1. To develop a guidance follow-through model for assisting students needing remedial help.
2. To provide training for counselors, teachers and aides to assist students who require remedial help.
3. To improve skills and attitudes through interactive methods, listening skills, and behavior modifications.

ACTIVITIES:

The counselor will serve as a team leader to mobilize district and program resources to provide the student with remedial help. The plan of action will be guided from the prescriptions of a child study team report. The study team will be under the leadership of the school psychologists.

Concurrently with the model development a training program will be instituted for counselors, aides and teachers. Inservice activities will include an exploration of appropriate remedial aids, planning for acquisition and controlled distribution of these aids and a study of remediation strategies.

Five counselor led teams made up of teachers, student aides, teacher aides, and parent volunteers will be instrumental in model development at different grade levels.

Project Title: Facilitating Remediation Through Guidance Services	**State Project Number** 74050G

EVALUATION DESIGN:

A working model for providing remedial help to students at all school levels will result from this project.

1. In testing the model, the separate components of a differentiated staffing pattern – counselors, teachers and aides – can be evaluated for their respective effectiveness of remediation.
2. The various curriculum materials will be evaluated to determine their respective impact on the problem to be evaluated.
3. A control student will be identified in another school district with the cooperation of the other school psychologists working within the five county service area of the Intermediate Unit. Utilizing a "matchedpairs" technique control can be exercised in order to ascertain the effectiveness of the mode.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Participating personnel and staff will be available for public appearances at service clubs and other community or civic groups to explain and discuss the program. Information relative to the program will be available to the general public through the news media.

PROGRESS TOWARDS ADOPTION

The Local Education Agency executed the substantiating document, which demonstrates intention to adopt the successful parts of the proposal. no further steps have been taken in this direction. In anticipation of program approval the administrative staff of the LEA has included the structuring of the program related activities in its regular line staff function.

Date completed or revised: 10/30/74	**Completed by:** Robert L. Aurand	**Phone:** 717–275–0114

Local Educational Agency	Benton Area School District	**State Project Number**	
Address:	Park Street, Benton, Pa. 17814		74051G
Project Director			

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Elementary Guidance for Rural Students

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	9/1/74	8/31/75	15,850.00	1974	
	9/1/75	8/31/76	10,850.00	1975	
	9/1/76	8/31/77	5,425.00	1976	
TOTAL					

Proposed Termination Date 8/31/77

Projected Funding Level for total project period $32,125.00

TARGET POPULATION

Students in grades K–6 of the L. Ray Appleman Elementary School attendance area are the target population of this project. Enrollment for the current year (1974–75) is 531 of which all are caucasian. The socioeconomic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There are presently 27 professional staff members assigned to the school, one full time administrator, four aides to complement the professional staff.

The Benton area is rural in nature with the town of Benton with a population of 1000. The area population of the school district is about 4,000. The school district has an enrollment of 1030 students. These pupils are found in one Jr.–Sr. High School and one elementary school. There are no non-public schools in the Benton Area.

MAJOR OBJECTIVES:

Guidance should be a continuous and cumulative process of both the elementary and the high school. Needs of the individual child can no longer be met by the classroom teachers so special service personnel is needed to meet the needs of particular children. Elementary problems must be met at this level and not wait until junior or senior high school to erase the prospect of low aspiration, anti-social attitude and low self esteem. To help eliminate the above, the following objectives will be met in this project:

1. Increase the level of self esteem among the elementary population.
2. To reduce frequency of disciplinary referrals to the principal.
3. To increase parental participation in their child's instructional program.
4. To provide more appropriate individual instructional programming for all pupils.
5. To increase the career awareness of all pupils.

ACTIVITIES:

Project activities of the current year will focus on individual and group counseling to give positive reinforcement to the objectives of project by weekly "Magic Circles".

Parental involvement in the child's instructional program will occur on a self initiated basis as well as planned monthly conferences of the Resource Room parents and the Title I parents. Parent conferences for all children is set up for at least three times in the school year.

The counselor will initiate a career awareness project among the elementary population through speakers, field trips and career resource materials. The counselor will be part of an Innovative Counseling course throughout the year with two meetings (one an on-site evaluation and one classroom experience) a month.

Project Title: Elementary Guidance for Rural Students	**State Project Number** 74051G

As a result of individual and group counseling of pupils and parents-counselor-teacher consultation, in-service project for teachers, we plan to reduce disciplinary referrals, increase the level of self esteem among pupils and parents, more parent involvement and appropriate individual instructional programming and increase career awareness.

Date completed or revised:	**Completed by:**	**Phone:**

Local Educational Agency St. Marys Area School District
Address: 977 So. St. Marys Road, St. Marys, Pa. 15857 (Elk County)
Project Director George E. Gasper

State Project Number 74052G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Expanding Career Awareness 6 thru 12

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** ______

NEED:

The St. Marys School District, covering an area of 333 square miles, is comprised of the St. Marys Borough and the townships of Benzinger, Fox, Jay, and Benezette. Locally,employment consists primarily of carbon manufacturing and other light industries. The largest portion of the Elk County work force is employed in the St. Marys District.

Follow-up studies indicate that about 65% of our students do not further their education beyond high school, and it is felt that there is a need to make available more career information for these students as well as those who will be attending post-secondary schools.

There has been a shift in thinking toward career awareness and career education information. The limited facilities already in use in the Middle School and the High School have demonstrated that the students will use the information if it is available. Our follow-up studies reveal that job and current vocational educational information is desired by the students.

Individual student counseling sessions have revealed a need for more concrete direction relative to career information.

Also, juniors and seniors in filling out a Student Descriptive Questionnaire for the College Entrance Examination Board, indicated a need for vocational guidance.

Moreover, the Educational Quality Assessment Program results bring into sharp focus the urgent need for career counseling and the need for an expanded career research center. In regard to vocational attitude, the Middle School scored at the 1%ile and the 25%ile in vocational knowledge and the High School at the 42%ile in vocational development.

Inview of the present local evidence and current state and national studies, deficiencies exist in adequately preparing students to make realistic career choices. Much of the deficiency can be remedied through planned career education programs for the curriculum of which an integral part is the career resource center. The students who are expected to enter the labor market must have available to them resources which will afford them the opportunity to investigate the many choices for their careers.

By developing a career program along with career centers, the guidance department can meet the current needs of the students and also provide a service to the people of the community.

MAJOR OBJECTIVES:

1. To increase the career resource center and develop a career program
2. To be able to subscribe to and utilize the Pennscript Program
3. To train and utilize a paraprofessional career specialist in the Middle School (1 counselor/775 students)
4. To help students to realistically relate their interests, aptitudes, and abilities to their choice of career (Kuder-California Achievement Tests-D.A.T.-Algebra Prognosis-ASVAB)

5. To provide public and non public teachers with in-service training to aid students to prepare for careers (Give them more exposure to the world of work)
6. To provide opportunities for parents to actually participate in career selection (8th grade parents help in selection of high school courses; 10th grade parents are called in to assess the student's records and discuss courses in relation to career goals)
7. To utilize business and industry committees which assist the guidance department in securing local occupational information
8. To help meet the vocational educational needs of the non public student population by making available the career resource center and aid of counselors by special appointment during the school day, after school, Saturday, and summers.
9. To raise student's subsequent performance in the area of vocational awareness and aptitude on the EQA

ACTIVITIES:

The center will provide opportunities for browsing and conference involving parents, teachers, counselors students and consultants. Appointments will be scheduled for after school, evening, Saturday, and during the summer. A paraprofessional will be available to disseminate career information. Classroom teachers will be encouraged to integrate the classroom work with the career center when possible. The Pennscript Program, Commerical Programs, books, files, post-secondary representatives, resource people from local industries, field trips to local industries, trade schools, beauty schools, business schools, colleges, hospitals and other activities will be provided for the students. Periodic information will be available thru a newsletter and other local media.

EVALUATION:

Periodically, the counselors, administrative staff and teachers will evaluate the goals and objectives of the program and the use of the center.

A daily log will be kept of the number of students and community members using the center.

In order to determine the effectiveness of the project, survey forms will be given to the 8th grade and 11th grade students and follow-up data will be compiled on students who are placed in employment and post-secondary educational institutions. Subsequent EQA results will be studied.

Plans for an on-site evaluation will be implemented in the spring before the conclusion of the program.

Mr. Richard May and Mr. Elmer Hensler will monitor our project on an informal basis.

Date completed or revised: 10/31/74 **Completed by:** George E. Gasper **Phone:** 834–7831

Local Educational Agency Iroquois School District
Address: 4301 Main Street, Erie, Pa. 16511
Project Director Mrs. Marjorie McLean

State Project Number 74053G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Comprehensive Career Development, K–12

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/1/74	6/30/75	$20,000	1974	$20,000.00
TOTAL					

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $20,000.00

TARGET POPULATION:

Students in Grades K–12 of the Iroquois School District attendance area are the target population of this project. Enrollment for the current year (1974–75) is 2076 students, of which approximately 99% are Caucasian, and 1% are of other ethnic origins. The socio-economic status of the families in the attendance area is primarily of middle income class composition.

There are presently 125 professional staff members assigned to the school including 8 administrators, and a number of parent volunteers.

The community is suburban with a population of 8,833. The area also includes the largest manufacturing company in the Erie area. Nearby are many diversified smaller industries. Our school district has an enrollment of 2076 with a professional staff of 125 dispersed among 3 elementary schools (L.P. Primary K–3; L. P. Intermediate, 4–6; Wesleyville Elementary K–6; and 1 Jr.–Sr. High School 7–12). There are no non-public schools in our district.

MAJOR OBJECTIVES:

The general objectives of the project are to increase students' awareness of self, others, and the world of work around them. In behavioral terms, the objectives of the project are as follows:

1. Design and implement a program of activities for self-development (including decision making) and activities for awareness of the world of work.
2. Conduct in-service training to introduce career development concepts to the staff.
3. Develop curriculum and resources to implement comprehensive career development program.
4. Design a pre and post assessment of the career maturity of students.
5. Establish resource centers for career development materials.

ACTIVITIES:

Project activities will include: (1) In-service training for teachers, administrators, librarians, and counselors to orient them to Career Development concepts. Also included will be some hands-on experiences for teachers at the Erie County Technical School to enable them to better understand various technical careers and to assess their attitudes toward the world of work. The staff will develop a community resource file of speakers and facilities which can be utilized for career development activities. (2) A wide variety of career development activities will be infused into curriculum. Students will be working with various materials to enhance self-concept and to promote growth of decision making. At various grade levels an attempt will be made to determine career interest of the students as well as explore work values.

Project Title: Comprehensive Career Development, K–12

State Project Number 74053G

Community resources will be utilized by means of bringing to the school resource speakers and by takin students to various work facilities. Some of these facilities cannot be toured by a large group and for these facilities we plan to have a small group of students interview workers and record this interview via video tape for playback to several classes of students. These tapes will be kept for a number of years and used for other students. Also, resource speakers who come into the classroom for one presentation will be video taped for presentation to all other sections of that particular grade level or subject area. These video interviews both of resource facilities and resource speakers will be added to our video library of career development viewings. Students will benefit from the resource materials available to them in the resource centers at each building. The high school students will now be able to utilize the Pennscripts materials and be able to take home print outs of this valuable information for further consideration.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency Northeastern Educational Intermediate Unit 19
Address: 200 Adams Avenue, Scranton, Pa. 18503
Project Director

State Project Number 74054R

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Statewide Mobile Nuclear Science Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/75	6/30/76	36,000.00	1975	$36,000.00
TOTAL					

Proposed Termination Date 6/30/78

Projected Funding Level for total project period ______

TARGET POPULATION:

Students in grades 11 and 12 of participating districts from Intermediate Unit attendance areas are the target population of this project. Enrollment for the current year beginning in January, 1975 and extending to December, 1975 will be approximately 260 students and 48 teachers of which approximately 90% are Caucasions, 10% Negro.

There will be one instructor trained in the teaching of Nuclear Science and one director from N.E.I.U. 19 who will have the responsibility of coordinating the program on a statewide basis. In addition, participating I.U.'s will have the responsibility of disseminating information to their respective school districts relative to a time schedule when the Mobile Van is located at the site.

MAJOR OBJECTIVES:

The general objective of the project is to strengthen nuclear science programs in the school districts of Pennsylvania and to provide the incentive to introduce nuclear science in the school districts.

The objectives of this proposal are as follows:

1. To strengthen nuclear science programs in the school districts of Pennsylvania and to provide the incentive to introduce nuclear science in school districts by (a) additional student training (b) updating of teachers, (c) and provide an opportunity for community participation acquainting the public of ecological ramifications.
2. To provide an excellent opportunity to non-nuclear science students basic training in nuclear science, (Program I)
3. To initiate advanced experiements for students studying nuclear science, (Program 2)
4. To use the Nuclear Van as a source of information during the evening hours.

ACTIVITIES:

Program activities during the current year will focus on student and teacher training by an instructor in nuclear science who will travel with the Nuclear Mobile Van.

The activity program is so designed that is will allow the teachers a week of in-service training during the sixth week of the Mobile Van's location on a site designated by the respective Intermediate Units.

Students will receive instruction in upgrading nuclear science five days (one full day a week over a five week period – 9:00 a.m. to 3:30 p.m.) at the site where the Van is located. A pre-test will be given to the student at the beginning of their instruction and a post-test at the ending of the instructional period to evaluate knowledge gained.

Project Title: Statewide Mobile Nuclear Science Program	**State Project Number** 74054R

Parents will visit the Van in the evening to observe demonstrations of nuclear energy, by the instructo its implementations and ramifications, and to discuss in a question and answer period their concerns with t instructor.

Parents will be asked to complete a questionnaire (voluntary) expressing their reaction to the program the end of the visit.

EVALUATION DESIGN:

In order to insure proper evaluation of this program, a number of techniques will be used:

1. Questionnaires distributed to the teachers for their personal evaluation of the program.
2. Evaluation of the overall program by an external agency or group of consultants who are speciali in the field, including PDE specialist.
3. Student testing program administered to those who participate.

FINDINGS TO DATE:

None

DISSEMINATION PLAN:

Participating Intermediate Units will inform the school districts when the mobile van is available and schedule school districts for use of the van. The public will be notified by television or radio, newspaper articles, announcements through participating school districts and Intermediate Unit newsletters.

The project director will collect and/or summarize information to be disseminated statewide through RISE, Pennsylvania Department of Education and meeting held by Intermediate Units.

PROGRESS TOWARD ADOPTION:

None

Date completed or revised: 11/15/74	**Completed by:** Ben Simonelli	**Phone:** 717–344-9551

Local Educational Agency Washington School District
Address: 78 West Maiden Street, WAshington, Pa. 15301
Project Director Dr. Roy A. Brown

State Project Number 74055G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing Career Images Through Guidance

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/15/74	6/30/75	40,000.00	1974	40,000.00
TOTAL			40,000.00		40,000.00

Proposed Termination Date 6/30/77

Projected Funding Level for total project period $70,000.00

TARGET POPULATION:

Pupils in the elementary-middle school years – specifically grades 5 to 8 in the Washington School District are the target population of this project. Enrollment for the year, 1974–75, in the four grades is 1040. The socioeconomic status of all schools represents a wide range and diversity. All of the pupils from the several elementary schools are brought together for the first time in a seventh grade center which consists of 253 pupils. The core of this project involves the staff of the seventh grade; diverse and auxiliary staff will come from grade levels above and below the seventh grade levels. The Washington School District is almost consonant with the City of Washington. It is an urban center which is engaged in a long-range renewal project. The resident population can be desceibed as lower-middle socioeconomic structure. The school district itself has an overall pupil population of 3469 and the communities (City of Washington and East Washington) a total population of 19801.

MAJOR OBJECTIVES:

The general objective of the project is to develop an integrated career program which is consonant with our basic curriculum. In behavioral terms, the objectives of the project are to:

1. Design an instructional program which will (a) integrate the knowledge of many careers to understanding the importance to a career in one's life, (b) involve students with appropriate self-image development, (c) equip students to move into a changing career world, and (d) help students strive for personal worth as well as human values.
2. Conduct in-service educational programs for the staff which are designed to prepare teachers to implement the career education program through (a) a focus on career awareness and career exploration, (b) a study of new approaches in teaching and learning, and (c) a study of the community as a learning laboratory with prime emphasis on career exploration.
3. Produce and develop learning packages, units, and resources appropriate for students who are learning about jobs and vocations and about the world which they will inhabit during this and the next century.

ACTIVITIES:

Activities which are projected for the coming year are designed to orient staff and auxiliary staff to the career education programs and materials. The staff development calendar incorporates a number of facets. Among these are: (a) brining in consultants to assist the staff in defining goals, objectives, and career education programs, (b) using interns to develop function and process of counseling to a career education program, (c) designing an integrated career education program for the core grade and school, (d) securing

Project Title: Developing Career Images Through Guidance	**State Project Number** 74055G

materials for a career laboratory to be housed in the project center, (e) developing appropriate techniques which will permit the project staff to create and organize assessing instruments which will permit both qua titative and qualitative measurements of the project, its participants, and its achievements.

Students at the core school will be involved in the design and the fulfillment of some try-out program experiences. Interns will be responsible for initiating field experiences related to this endeavor.

EVALUATION DESIGN:

It is envisioned that the interns and the regular school staff will review, create, and apply evaluative instruments for both quantitative and qualitative assessments. The staff will examine for use traditional instruments and will design evaluative instruments which will be unique to the career images aspect of the project.

Dissemination will be through acceptable reporting techniques. More importantly the staff hopes to provide the entire school-business community with a brochure and a slide-tape presentation. This will serv as a vehicle for apprising the citizenry of the Washington area with the unique features of career education as a vital portion of our curriculum.

Date completed or revised: 11/6/74	**Completed by:** Roy A. Brown	**Phone:** 222–7920

Local Educational Agency BLAST, Intermediate Unit No. 17
Address: Lycoming County Courthouse, Williamsport, Pa. 17701
Project Director Paul T. Stone, Specialist, Fed. Prog.

State Project Number 74056

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Learning Revival Through Teacher Renascence

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. Prop.	1/1/75	12/31/75	42,000.00		$42,000.00
TOTAL			42,000.00		$42,000.00

Proposed Termination Date 12/31/77 **Projected Funding Level for total project period** $85,500.00

TARGET POPULATION:

This project proposes to work with thirty-two teachers selected from the school districts within the Intermediate Unit. These teachers and their students are the primary target group. As these teachers become involved in the activities of this project, they in turn will be available as resource people to other interested staff in the Intermediate Unit's school districts.

MAJOR OBJECTIVES:

The objectives of this project focus on three major areas of instruction:

1. To improve the human enviornment in the classroom.
2. To improve the teaching/learning environment.
3. To improve the technology of instruction.

ACTIVITIES:

A cadre of teachers (eight – two from English, two from math, two from social sciences, two from science) who have been identified by their administrators and their peers as eminently successful will pool their knowledge and their talents for the purpose of aiding other teachers in Intermediate Unit No. 17. During the project year, the cadre will meet on alternate Fridays and on designated Saturdays during the school year, plus a full week in July. These days will be devoted to the development of strategies to accomplish the purpose of the project.

The cadre will act as aides to teachers who seek help, to administrators who identify needs within their schools that come within the scope of this project and to act as demonstration teachers both in classroom situations and with teachers outside the classroom.

The cadre will develop total learning packages that incorporate the philosophy and the reality of the objectives of the program. Some packages will be for classroom (instructional) use by teachers with students. Others will be teacher-oriented. The cadre will be available to schools that are attempting to effect change in curricula, in their courses of study and in teacher self-perception.

Each member of the cadre will become a leader in his own school and will be available to his fellow teachers for both individual and group consultation. The members of the cadre will be "on call" to assist teachers who are experiencing difficulty in their relationships with students, who are looking for better ways of doing what they are doing, or who are in the process of change and are seeking help.

The members of the cadre, together with superintendents, principals, guidance counselors, teachers, and students, will develop approaches and recommendations for schools in Intermediate Unit No. 17 in those specific areas of Educational Quality Assessment where weaknesses exist. For example, some schools

Project Title: Learning Revival Through Teacher Renascence

State Project Number 74056

in Intermediate Unit No. 17 have been found to be very low in self-understanding, interest in school and learning, and in good citizenship. The improvement of these conditions must rest ultimately with the employees of the affected school districts. This project will focus on affecting the adults so that student perc tions can undergo change.

Additional teachers will be scheduled as the project develops, based on identified needs. The forty d for cadre teachers to work in schools will be scheduled as teachers and administrators call upon the project for services.

EVALUATION DESIGN:

Participants will be asked to respond in narrative form to the experience. This approach will be used throughout the project schedule during which evaluation will be a part of each session.

The purpose of such evaluation is to direct the course of the project, making both direction and chan possible as a result of each experience.

Cadre teachers will evaluate each cadre session, each in-school session and each large group session. C sultants to the project will be an integral part of the evaluative procedure, being informed beforehand of th importance in assessing the project at a given time and providing advice, techniques and strategies for impr ing and implementing the program.

School administrators in the affected schools will be asked to participate in the evaluative process. It expected that most feedback will be empirical in nature because objective instruments are not appropriate the chief measure of the program. Opinionnaires will be used to secure hard data when such data are ident as being supportive of the project.

Applicable portions of the following tests developed by Instructional Objective Exchange, P. O. Box 24095, Los Angeles, California 90024, will be utilized:

1. Measures of Self-Concept
2. Attitudes Toward School
3. Attitudes Related to Tolerance
4. Judgment: Deductive Logic and Assumption Recognition

FINDINGS TO DATE:

Not applicable.

DISSEMINATION PLAN:

The format of this program requires visitation by project members throughout the school districts comprising the Intermediate Unit. We are working at a learning/sharing experience. Peers and colleagues d share their experience with each other and with members of their home school faculties. More formally, t project will solicit invitations from school districts to have staff members conduct inservice programs and a as consultants to curriculum and human development programs within the school districts.

This project will produce carefully designed, specific teaching/learning packages, including audiotapes video tapes, visuals and printed material. These packages will be distributed by project staff members as w as by the Intermediate Unit Instructional Materials Center service.

PROGRESS TOWARD ADOPTION:

Not applicable.

Date completed or revised: 11/5/74	**Completed by:** Paul T. Stone	**Phone:** 717–323–8561

Local Educational Agency Berks County IU No. 14
Address: Berks County Agricultural Bldg., Box 602 RD1 Leesport, Pa.19553
Project Director H. William Fisk

State Project Number
74057 H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: The Leap Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date ____________________

Projected Funding Level for total project period ____________________

Presently, students *under* the age of 14 years cannot benefit from any vocational training due to the fact that vocational funding does not provide for this population. On the basis of this fact, the Living Exploratory Awareness Program (LEAP) was written.

The Berks Vocational-Technical School has been and is involved in four (4) different vocationally funded Part B Handicap programs for students *over* 14 years of age, namely:

1. A Mobile Career Education Guidance Unit (Secondary)
2. A Mobile Vocational Evaluation Unit
3. A Mini (or Single) Skill Training Area
4. A Supervised and coordinated placement service for all handicap students.

NOTE: Additionally, this year there will be a simulated driver training facility added to the program as well as a prevocational industrial unit and a pre-vocational consumer education unit.

Through the involvement of these programs, it has been found that many of the students have never been exposed to any exploratory awareness training, little pre-vocational work and practically no exposure in the career education orientation area.

This program will endeavor to "turn this situation around" in that it provides for:

1. A Mobile Elementary Career Education Guidance Unit. This unit is presently being refurnished and will be manned by a certified guidance counselor who will be working at the Junior High level in much the same manner as the other Mobile Career Education Guidance Unit (Secondary).
2. "On-Hands" Exploratory Training which will include:
   a. Tool identification
   b. Use of certain tools
   c. Machine identification
   d. Use of certain basic machines
   e. Field trips to industrial settings

It is envisioned that this transitory program will help students to LEAP into the secondary program (SMILE PARK) with some vocational reinforcement and some realistic career goals. Accordingly, as they are absorbed into the various fascets of SMILE PARK, the training time should be reduced since most of their "on-hands" training will have been done in the same setting.

Local Educational Agency	Lancaster–Lebanon IU No. 13	**State Project Number**
Address:	1383 Arcadia Road, Lancaster, Pa. 17601	
Project Director	Alice D. Monroe	74058H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Project CHILD-ELFA (Children with Hearing Impairment and/or Language Delay)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/75	1/14/76	124,400.00	1974	124,400.00
TOTAL					

Proposed Termination Date ____________________ **Projected Funding Level for total project period** ____________________

TARGET POPULATION:

Children with impaired hearing and delayed language development in Lancaster and Lebanon Counties are the target population. Figures available from the American Academy of Otolaryngology and Otology indicate that 10% of the total population has a medically significant hearing loss; the figure for educationally significant hearing loss is more difficult to determine precisely due to problems in early recognition and diagnosis in these predominantly rural counties. The preschool population of this target zone will be surveyed through the facilities of this Project in an attempt to remedy this difficulty. Of the 10,000 plus preschool children residing in this zone, it is anticipated that at least 1000 significantly language-delayed children will be found who would benefit from the CHILD program services.

MAJOR OBJECTIVES:

1. Earliest possible identification of communication handicapped children.
2. Immediate initiation of remedial procedures.
    A. Placement in Project CHILD Preschool for daily exposure to language facilitation techniques incorporating total communication skills and extended low frequency amplification.
    B. Parent counseling on home management of child.
    C. Parent observation of classroom activities through one-way viewing window.
    D. Referral to appropriate medical, educational, audiological, psychological and social service agencies.
3. Increase community awareness of needs of special children.
4. Increase language teaching skills of regular nursery school teachers through on-site counseling, in-service teaching and community workshops.

ACTIVITIES:

Early Identification: An experienced speech pathologist will serve as Field Evaluator, doing comprehensive language evaluations on pre-school children referred. A Community Liaison Person, also an experienced speech pathologist, will maintain contact with nursery schools, kindergartens, primary physicians, otolaryngologists and audiologists in the target zone to assist with identification and referral procedures. Evaluation reports will be reviewed with the Project Director and parents will be given all assistance possible in the implementation of recommendations.

Preschool Program: Children between the ages of 2 and 6 will be directly involved in an educational setting dependent upon their needs and development levels. Four half-day classes will operate year-round on a daily basis – two in Lebanon County and two in Lancaster County. A teacher certified in speech and/or hearing will be assisted by a trained teacher-aide in providing the therapeutic and educational experiences in each classroom. A classroom amplification system with emphasis on the lower frequencies will be used to provide auditory and vibratory clues to language units and patterns.

Parent Services: Continuous parent counseling and education will be provided by Project personnel to increase parental understanding of a language handicap and promote reasonable expectations for future development. One-way window observation of classroom remedial techniques will be made available as well as individual and group discussions with parents. Oreintation to techniques involving special equipment or methodology will be provided, individually or in classes, as needed.

Referral and Follow-up: Program personnel will consult with medical, social and educational agencies, including nursery, public and parochial schools, for the purpose of effecting appropriate referral for language-handicapped children and increasing community sensitivity to their needs. The Community Liaison Person will make personal visits to such facilities in order to provide necessary information or demonstrations. Referrals will be conscientiously determined and followed up.

EVALUATION DESIGN:

A test battery adapted to preschool children will provide intake baseline data on those children selected for class placement. Periodic reevaluation data can then be recorded to indicate rate and amount of progress. Remedial measures will be scrutinized and possibly altered when a learning plateau is noted. A research consultant will be engaged to assist with evaluating the effectiveness of the new equipment proposed for extended low-frequency amplification.

FINDINGS TO DATE:

An earlier project involving this staff has indicated a strong need for a program which identifies communication handicaps early enough to accomplish remediation before public school placement, before a pattern of failure and frustration and disenchantment with school can be established.

DISSEMINATION PLAN:

Brochures, community preschool and parent programs, newspaper articles, radio spots, workshops for primary physicians.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Date completed or revised: 10/8/74	**Completed by:** Alice D. Monroe	**Phone:** 717–394–0707

Local Educational Agency School District City of Allentown
Address: 31 S. Penn St., Allentown, Penna. 18105
Project Director Mr. Ernest Papp, Mr. Henry Diehl

State Project Number 74059

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Centros Bilingües para Aprender Matemáticas y Ciencia
Bilingual Math-Science Learning Centers

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	1/75	12/75	30,000	1975	30,000
Cont.	1/76	12/76	11,100	1976	
Cont.	1/77	12/77	5,550	1977	
TOTAL					

Proposed Termination Date 12/77
Projected Funding Level for total project period $46,650.00

TARGET POPULATION:

There is an increasing number of students in the district whose dominant language is not English. Approximately 631 pupils are Spanish dominant and 119 are Arabic cominant. While the number is not large compared to the total district enrollment of approximately 17,500, it does represent a significant group of pupils who need supplementary instruction.

MAJOR OBJECTIVES:

1. Non-English pupils will demonstrate improved understanding of the mathematical and scientific information and skills taught to them via the bilingual mode of this project.
2. Non-English dominant pupils will maintain a good opinion of themselves as learners or will improve their opinion of themselves as learners of mathematics and science.
3. While maintaining a respect for their own cultural backgrounds, non-English dominant students will demonstrate that they are developing and understanding of their new cultural and educational environment.
4. All students will demonstrate a greater knowledge of other languages and a greater understanding of the contributions that various cultural groups have made in the fields of mathematics and science.

ACTIVITIES:

Math-Science learning centers will be set up in the public and non-public schools with concentrations of non-English dominant pupils. Instruction will be conducted in both the native language and in English. Pupils will be engaged in a variety of learning modes involving individual, small group, and class size activity. Activities will be laboratory oriented with an emphasis on pupil involvement in the learning process. Planetarium presentaitons will also be held. They will be in Spanish and Arabic as well as English and will highlight the contributions of Arabic and Hispanic peoples to mathematics and science. Parental and community involvement will be a facet of the total program.

EVALUATION DESIGN:

1. Criterion tests in mathematics and science will be administered periodically to determine pupil progress and to diagnose areas in need of improvement.
2. The four major attitude areas that are a part of mathematical and scientific literacy (curiosity, inventiveness, critical thinking, and persistence) will be evaluated by teacher observation and in discussion with the pupil. Individual profiles will be maintained by the teacher.

Project Title:	Centros Bilingües para Aprender Matemáticas y Ciencia Bilingual Math-Science Learning Centers	**State Project Number** 74059

3. An additional component of the individual profile will contain appropriate references to pupil adustments to the new cultural and educational environment.
4. Appropriate assessments will be made following visits to the school district planetarium or when other activities dealing with the contributions of other cultures are conducted.

FINDINGS TO DATE:

Project activities have not been initiated.

DISSEMINATION PLAN:

Dissemination activities will utilize various media – city, community, student, and school newspapers, radio, television, bulletins, meetings, conferences, workshops, and reports. While efforts will be made to inform educators, librarians and others of the learning center's progress, dissemination efforts will be focused on developing an awareness and support for the project within the target community.

PROGRESS TOWARD ADOPTION:

No information available at this time.

Date completed or revised: 11/8/74	Completed by: Dr. Desmond J. Nunan	Phone: 215–435–7401

Local Educational Agency Radnor School District
Address: S. Wayne Avenue, Wayne, Pa. 19087
Project Director Gisha L. Berkowitz

State Project Number 74060

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Environmental Studies

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/75	12/31/75			
TOTAL					

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

At least 326 pupils from primary (school) sites, at different levels of participation. Input planned to reach area non-public secondary school classes, an elementary school and civic groups. Our grade level is 10–12, the Blacks and Spanish sur-named represent approximately 15%. The socio-economic level is middle to upper class with about 15% lower. We draw from Philadelphia and five surrounding suburbs.

MAJOR OBJECTIVES:

1. To increase cooperation with other agencies, professionals, schools, staff.
2. To increase student awareness of problems that exist, how our actions affect them, what groups are working for amelioration and what strategies for change exist. To work with values and perspective in public policy issues.
3. To help teachers use their strengths in inquiry processes and in integrating materials; to improve their organizing and communication skills.
4. To become a better resource for other teachers, interns, schools, community groups.
5. To achieve specific outcomes (a reclaimed pond, nature center, policy proposals) through problem solving and work. To contribute to our community.
6. To detail, for others, the processes and resources used, the information and aternatives considered.
7. To integrate contemporary issues, action and academic work across subject area and locus lines.
8. To increase hopefulness of all: something can be done!
9. To address critical needs of citizenship, attitudes toward change and work, understanding differing others and oneself and one's environment through this programmatic focus.

ACTIVITIES:

1. Pond reclamation with Fairmount Park Commission, supported by local civic and conservation groups. Procedures include seminar, work, use of local resources, comparisons, introduction of elementary school children to Project.
2. Briar Bush Nature Center with Montgomery County agencies. Procedures include bird-banding, pond siltation study, trail work, labeling guides and displays prepared, cassette for blind walkers, simple research in school.
3. Values Clarification: seminars using results of workshops, classes in consumer education, environmental issues focusing on impact of choice, other perspectives, processes of decision-making.
4. Ecology Project: laboratory investigation of air pollution and on-site stream analysis with seminars on interdependence of man and natural environment. Includes site visits, placements, recycling, Tinicum Wildlife cooperation.

Project Title: Environmental Studies	**State Project Number** 74060

5. Futures Project: seminars using results of workshop with World Future Society, State of Globe meetings; techno-ethnics materials being sought; personal affirmative action plan encouraged.
6. Researching Issues for Local Officials at their request.

EVALUATION DESIGN:

1. Interviews, written tests, reports, products.
2. Participants, staff, agencies will be interviewed by evaluators.
3. Teacher-designed pre- and post-test of issues, conditions, resources, political processes will be administered.
4. Written curricula will be prepared. Teacher reaction reports will describe their increased ability to teach in this area.
5. Workshops for other schools and groups will be planned and, where possible, field-tested.
6. Products expected that will satisfy cooperating agencies.

FINDINGS TO DATE:

Only general comments can be made at this point. The program is a natural development in a Project that has consistently moved toward concretizing its concepts of the inter-relationship of content and process, of field action and class reflection, of disciplines and strategies that must be wed to solve problems. We have found teachers ready to move into this important new field; agencies have been contacted and work started in some specifics, planning in others. We have found students can begin to explore these issues with a minimum of in-house equipment and a maximum use of outside resources, that values clarification is applicable as are problem-solving processes. We have found outside agencies very receptive. More detailed findings will be presented when we have initial evaluation data.

DISSEMINATION PLAN:

1. Planning with broader constituencies in house and beyond involving more people thereby.
2. Frequent reports, news releases.
3. Open Houses, site visits.
4. Films and photographs in sending schools, other civic and professional meetings.
5. Curriculum packets will be prepared.
6. Workshop for in-service programs offered.
7. Communities will be using resources we develop.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Date completed or revised: 12/5/74	**Completed by:** Gisha L. Berkowitz	**Phone:** 215–885–0160

Local Educational Agency	Richland School District	**State Project Number**
Address:	Lamberd Avenue, Johnstown, Pa. 15904	
Project Director	Nyle M. Hershberger	74061

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Lifetime Sports – A Reality

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/75	12/31/75	20,000		$20,000
TOTAL					

Proposed Termination Date 12/75

Projected Funding Level for total project period $20,000

TARGET POPULATION:

The project is designed to serve 2508 students from grades 3 through 12 of the Richland School District. There are seven different lifetime sports in the project and appropriate segments of the students will be involved in different activities.

The community is a suburban community with some light industry and has a population of approximately 11,000. The socio-economic status of families in the attendance area is mostly middle class. The school district has an enrollment of 2900 students.

MAJOR OBJECTIVES:

This project has been designed so that the Richland School District can better meet the needs of its students in the area of lifetime sports. The major objectives of the project are the following:

1. To have 90% of the students that graduate be competent in at least one lifetime sport.
2. To have students increase their participation in lifetime sports outside the classroom.
3. To have students be able to identify and list facilities and programs of local, state and national agencies that provide opportunities for participation in lifetime sports.
4. To have developed a comprehensive physical education curriculum from K through 12 which will utilize the planned courses developed on lifetime sports and the concepts of selective scheduling and contracting.

ACTIVITIES:

The activities of the project that have been developed to reach the objectives will begin in January 1975 and continue through December 1975. There are seven lifetime sports that will be taught during the project – golf, canoeing, biking, fishing, camping, backpacking, bowling and hunting and riflery. Resource persons will be contracted to provide additional expertise in these activities. These resource persons will give instruction to the teachers and students either through workshops and/or the regular classroom. When it is practical, students will be bused to such places as a golf driving range, bowling alley, fishing pond, etc.

The teachers will develop planned courses on each of these lifetime sports which will be utilized in a comprehensive Physical Education Curriculum.

EVALUATION DESIGN:

The evaluation of the project will be done by the teachers involved in the project. Records will be kept on all students as to the different competencies that are achieved. Surveys will be made throughout

Project Title: Lifetime Sports – A Reality	**State Project Number** 74061

the project as to participation in lifetime sports and attitudes toward Physical Education. Classroom examinations and shell tests will be administered to measure knowledge and competencies in these lifetime sports.

FINDINGS TO DATE:

The activities of the project have not started. So no findings are available.

DISSEMINATION PLAN:

Information about the project and its activities will be disseminated through the following means: local newspapers, local radio and TV stations, fliers, brochures and pamphlets sent home and distributed, speaking to civic and fraternal organizations and seminars for parents. The information will also be distributed to the Intermediate Unit and any school that would request it. The planned courses will be in printed form so that other schools may request them for reference.

PROGRESS FOR ADOPTION:

It is projected that most of the activities of the project will be adopted because they will become a part of the comprehensive Physical Education curriculum.

Date completed or revised: 11/27/74	**Completed by:** Nyle M. Hershberger	**Phone:** 814–266–6063

Local Educational Agency Altoona Area School District
Address: 1415 Seventh Avenue, Altoona, Pa. 16603
Project Director

State Project Number 74062G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Education Guidance Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/15/74	6/30/75	$18,680	1974–75	$18,680.00
TOTAL			$18,680		$18,680.00

Proposed Termination Date 5/31/75

Projected Funding Level for total project period $18,680.00

TARGET POPULATION:

Students K–12 in the Altoona Area will be the eventual target population for the outcome of the project. This includes a total of 13,006 students in the Altoona Area Schools and 2,902 students in the Non-Public schools. This population consist mainly of Caucasians from a wide variety of ethnic backgrounds. Socioeconomically, Altoona is a two class community; the relatively well off, and the poor.

The present target population for the project is the staff of the Altoona Area. Teachers, counselors, and administrators will be involved in in-service activities to aid them in becoming more properly prepared to institute career education activities into the curriculum.

MAJOR OBJECTIVES:

The three major objectives of the proposal are threefold:

1. To provide comprehensive in-service for teachers, administrators, and counselors in the area of career development.
2. To develop a long range plan for a sequential career development program for the Altoona Area.
3. To provide familiarization to home and family, business and industry relative to career education activities in the schools.

ACTIVITIES:

The activities which have been tailored to meet our three major objectives include, (1) in-service workshops, (2) committee groups for the development of grade by grade career education activities, and (3) public relations activities to acquaint home and community with the project.

The in-service workshops (15 in all) will be under the direction of Dr. Edwin Herr of the Pennsylvania State University. This will include ½ day sessions for approximately 300 elementary and secondary teachers, 25 administrators, and 22 counselors. Following these sessions, four committee groups, each consisting of 4 teachers, 1 counselor, and 1 administrator, will receive further intensive in-service and will develop a program of K–12 sequential career development activities. During this time, the public will be kept informed on the project activities through monthly publications of Focus, the school district's public relations bulletin.

EVALUATION DESIGN:

Written evaluations will be completed by all staff involved in the in-service workshops. This evaluation is in the form of a ten item questionnaire concerning such areas as: understanding of career education

Project Title: Career Education Guidance Project

State Project Numbe 74062G

concepts, understanding of implementation of career education into the classroom, and understanding of career education as a continuous process. It also includes questions on the effectiveness of the workshop itse

A Parent Awareness Survey to determine the effectiveness of the Focus publications will also be used. T 7 item questionnaire focuses on parent perceptions of career education at the elementary, junior high and ser high levels, and asks parents to suggest ways to improve career education in our schools.

A Planning Checklist will be used by the members of the planning committees as they work on program development.

We also plan to use a committee comprised of public and non-public school teachers, counselors and administrators who will evaluate the program based on information collected through the questionnaires.

FINDINGS TO DATE:

Findings to date, which include a survey of teachers in November, 1972 and a masters paper on Attitud of Elementary Teachers Toward Career Education show that teachers are aware of a definite need for sequential career education activities. Not all teachers are clear on their perceptions of what career education is, bu a promising 78% of them showed a willingness to be involved in in-service activities.

DISSEMINATION PLAN:

Methods of dissemination of information concerning the career education project will involve four basic plans:

1. A slide-tape presentation.
2. Newsletter (Focus) on a monthly basis.
3. A K–12 bound Curriculum Guide of Career Education activities.
4. Career Exposition.

PROGRESS TOWARD ADOPTION:

Our preproject plan envisions field testing of the outcomes of the committees during the 1975–76 scho term. It is hoped that pilot projects will be started at each grade level to determine the feasibility, continuity and workability of the curriculum guides.

If these pilot projects are successful, our major goal for the future is the adoption of career education activities in all schools and at all grade levels so that our goal of sequential K–12 career development activitie for all will become a reality.

Date completed or revised:

Completed by: Fred Smeigh

Phone:

Local Educational Agency	Chester County Intermediate Unit No. 24	**State Project Number**
Address:	1530 E. Lincoln Highway, Coatesville, Pa. 19320	
Project Director	Contact Person: Dr. Wilbur V. Reese	74063

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Focus on Broadening Instructional Opportunities

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Title III	1/1/75	12/31/75	$44,000.00	1974–75	$44,000.00
TOTAL			$44,000.00		$44,000.00

Proposed Termination Date 6/31/76

Projected Funding Level for total project period $81,000.00

TARGET POPULATION:

In that mini-grants will be made available to teachers, pupils and educational agencies (Student Forum, etc.) it is difficult to estimate the size of the target population. With approximately 3,400 teachers and over 64,00 public and over 9,000 non-public students, it is obvious that a large target population exists. With precedence to go on, one can only estimate that perhaps 40 teachers and possibly 500 students may become involved together. In addition, possibly another 25 students might apply as individuals with other possible proposals from legitimate educational agencies. The fact that there has been some experience with mini-grants from Project KARE could be instrumental in encouraging teachers and pupils to apply.

MAJOR OBJECTIVES:

The basic underlying concept of making mini-grants available to pupils, teachers, and agencies, is to tap the creativity of individuals in the educational system. Too often, ideas and programs have been generated from the top echelons of administration with too little opportunity provided the students who are the users of the educational and the teachers who are where the action is to become involved. The major objectives of the project are:

1. To publicize the availability of limited funds for acceptable proposals from pupils, teachers or agencies for curriculum research and/or development in the areas of Consumer Education, Environment, Fine Arts, Law, Life Time Sports and Politics.
2. To award grants to individuals or groups for proposals approved by the Project Review Committee.
3. To encourage new course offerings and educational programs and activities that appear to have educational promise in the projects funded and completed.
4. To determine the effectiveness of selected student and adult groups in promoting the concept of mini-grants to bring about educational innovation and change.
5. To attempt to evaluate the effectiveness of the individual programs in bringing about educational change and on the attitudes of students.

ACTIVITIES:

1. Development of guidelines to be followed in submitting mini-grant proposals.
2. Review of proposals by Project Review Committee.
3. Granting of funds for approved projects.

Project Title: Focus on Broadening Instructional Opportunities

State Project Number
74063

4. Evaluation of individual projects, particularly in view of their potential to bring about desirable educational change.
5. A hoped-for activity would be the improvement of on-going programs or the inclusion of new educational offerings based on the favorable results of the mini-grants.

EVALUATION DESIGN:

1. An evaluation component will be required in all mini-grant proposals. Insofar as possible, on-going as well as terminal evaluations will be encouraged.
2. On-going informal evaluations will be made by the Project Director with occasional evaluation by th Intermediate Unit Director of Curriculum and In-Service Education.
3. An on-site evaluation will be conducted following specified procedures. A $600 item has been included in the budget for this evaluation.
4. While not necessarily measurable, it is hoped that some of the indirect results of winning mini-grant might be the creation of positive morale and motivation as to result in greater educational achievement and planning, both on the part of teachers and pupils.

FINDINGS TO DATE:

In that the project has not yet started, there are no results to report. Hopefully, with effective communications enabling those potentially interested to become informed, there will be a good response to the progra

DISSEMINATION PLAN:

Dissemination will be achieved through regular reprots to the following:

1. Intermediate Unit School Board
2. Chester County Intermediate Unit In-Service Council
3. Chester County Intermediate Unit Student Forum
4. Curriculum Directors of Chester County
5. Principals and Headmasters of Chester County public and non-public schools
6. Chief School Administrators
7. The News Media
8. In addition, visitors to the projects will be informed about all phases.

PROGRESS TOWARD ADOPTION:

In that the project has not yet begun, no progress in this area can be reported. It is hoped that by disseminating the favorable results of mini-grants proposals that are funded, good practices and new programs can become part of the educational scene in the Chester County Intermediate Unit.

Date completed or revised:

Completed by:

Phone:

Local Educational Agency	Hollidaysburg Area School District	**State Project Number**
Address:	405 Allegheny St., Hollidaysburg, Pa. 16648	
Project Director	Ronald E. Snyder, Elementary School Counselor	74064G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Simulated Work Experience Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	12/15/74	6/30/75			
TOTAL					

Proposed Termination Date ______________ **Projected Funding Level for total project period** ______________

TARGET POPULATION:

All children in grades two thru six, in both public and private schools located within the Hollidaysburg Area School District, will participate in the project.

Caucasians comprise over 99% of our population, with the remaining 1% consisting of other ethnic origins. With a population of 25,000 the community is rural and semi-rural with a great deal of farming and some light industrial activity. The school district has a student population of 5,100 and a professional staff of 243, distributed among 8 elementary schools, 1 junior high school, and 1 senior high school. Additionally, 3 nonpublic schools serving grades 1–8 and 475 pupils, are located within the attendance.

MAJOR OBJECTIVES:

The overriding objective of this project is to involve home, school and community in a program designed to help children be better prepared for the world of work. The project is also designed to be incorporated into the total school curriculum so children will see the importance of traditional subjects in relation to life after school.

ACTIVITIES:

Grades two thru four will be working together in group situations. A school store will be organized within each school having a fourth grade. The fourth grade students will be the proprietors of the store. The third grade students will be the producers and suppliers of products for the store while the second grade students will act as the consumers. It is planned that retired persons with business experience be involved with the foruth grade students in the operation of the store.

Fifth grade students will be role-playing, two different roles. One half of the time will be spent playing the role of the employer and the remaining time will be spent playing the role of an employee.

Arrangements will be made to have parents talk to students concerning their jobs. The students will also view video tapes of local industries and hear interviews with workers and industrial leaders.

Sixth grade students will also be playing roles. One half of the time will be spent acting as a consumer, while the remaining time will be spent playing the role of government and it's effect on the world of work.

EVALUATION DESIGN:

An objective type test will be given as a pre and post test. Items for the test are items taken from the specific objectives for each grade.

Individual conference will also be held with some students who do contract work.

Questionnaires will also be given to teachers, parents, students, and local industrial leaders who participate in the program.

Project Title: Simulated Work Experience Program	**State Project Number** 74064G

FINDINGS TO DATE:

Previous studies within the district, indicate a very positive parental response to similar activities. No genuine data is available, as the project itself has not yet begun.

DISSEMINATION PLAN:

A varied approach to dissemination is planned in an effort to avail all concerned educators and citizens our progress and final results. For direct presentation we plan a speaker and slide package, as well as on site visit provisions; for wider use, a publication package is planned. Efforts to increase local awareness will be carried out through newspapers, local radio and television, and periodic newsletters.

Date completed or revised: 12/4/74	**Completed by:** Ronald Snyder	**Phone:** 814–695–3561

Local Educational Agency Northeastern Educational Intermediate Unit No. 19
Address: 209 Adams Avenue, Scranton, Pa. 10503
Project Director John J. Haggarty

State Project Number 74065H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pennsylvania Special Computational Skills

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	New	1/1/75	12/31/75	$22,600.00		
TOTAL						

Proposed Termination Date ______________ **Projected Funding Level for total project period** ______________

Three hundred and fifty educable mentally retarded children will be trained by thirty-five teachers in basic computation skills by utilizing the Monterey Computational Arithmetic Program. Monterey Learning Systems will provide a workshop and materials for the teachers.

The Monterey Computational Arithmetic Program (MCAP) is a specially designed set of materials and procedures to enable students to achieve a high degree of skill and accuracy in the computation of arithmetic problems. These materials and procedures are designed for the acquisition of skills in the areas of addition, subtraction, multiplication and division. This program is also individualized and can be used in the regular classroom with full classes of students. Many aspects of the program can be carried out by aides or peer group tutors.

By training instructors on the MCAP, students who must move from area to area,,from level to level, or from teacher to teacher will have a program providing learning continuity. The program chosen for this project was selected on the basis of the needs of students and the effectiveness of results.

The Instructional Objectives are as follows:

By the end of the project, 350 elementary and secondary students will have been provided arithmetic computational skills. Eighty percent of the students will have raised their arithmetic grade level by a minimum of one grade after thirty (30) hours of instruction. Also by the end of the project, 80% of those students enrolled for instruction in arithmetic computational skills will, if applicable, have raised their arithmetic level a minimum of 1.5 grade levels in sixty (60) hours of instruction.

The Program Objectives are as follows:

By January 30, 1975, twenty (20) instructors will have been trained in skills needed to implement an arithmetic computation program involving the four basic arithmetic operations. Each instructor will pass a performance and written evaluation with 90% accuracy. By May 1, 1975 each instructor trained in the procedures to teach arithmetic computation will have enrolled a minimum of ten (10) students having arithmetic computation problems in the instructional program. By March 15, 1975, a data processing and data recording system will have been developed to keep educational data on students. By October 1, 1975, an instructor will be selected and trained as an "in-house" Monterey Trainer. By November 1, 1975, fifteen (15) additional instructors will be trained by the "in-house" trainer. By the end of the project, the number of students requiring remediation of arithmetic computation problems will show a decrease of 16% compared with prior needs.

Local Educational Agency Coatesville Area School District
Address: 1515 E. Lincoln Highway, Coatesville, Pa. 19320
Project Director Dr. Ross L. Bortner

State Project Number 74066G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Focus on Student/Staff Self-Development (K–8)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Int. App.	12/1/74	6/30/75	19,600.00	1974	19,600.00
Cont.	7/1/75	6/30/76	10,890.00	1975	10,890.00
TOTAL			30,490.00		30,490.00

Proposed Termination Date 6/30/77

Projected Funding Level for total project period $35,935.00

TARGET POPULATION:

Students K through 8 of Coatesville Area School District and Parochial Schools of the Coatesville Area. Enrollment for the year 1973–74 in the public schools (K–8) is 5,417 of which 71 percent are Caucasian, 28 percent are Negro and 1 percent are of the other ethnic origins. The socioeconomic status of the families is primarily of middle class composition.

There are presently 291 staff members servicing 9 elementary and 3 junior high schools. In addition, there are three nonpublic schools (1–8) serving 147 students.

MAJOR OBJECTIVES:

The general objectives of the program are:

1. To bring about the changes in attitudes and skills which will aid the professional staff in approaching the child as an individual.
2. To introduce a program K–8, that will develop self-awareness and self-understanding and will aid the child in the development of a healthy self-image.
3. To help students gain the knowledge and develop the skills and values that will improve decision-making, problem-solving techniques.

ACTIVITIES:

Activities focus on: 1) Teacher renewal and 2) pupil self-development

1) Teacher renewal activities include:
    a) Two workshops conducted by the Institute of Personal Effectiveness – 30 staff members (K–8) to attend each workshop.
    b) In-service days conducted by consultant, counselors and/or members of the teaching staff to acquaint staff with techniques and materials to be used in self-development program.
2) Pupil self-development activities include:
    a) Extension of DUSO (Developing and Understanding of Self and Others) Program to all kindergarten classes.
    b) Introduction of SRA "Focus on Self-Development" program (grades 1–5).
    c) Introduction of "Values in Action" in grades 4–5.
    d) Extension of "Inside Out" (Mental Health Program) to all elementary schools (K–5).
    e) Use of Junior Guidance Series Booklets in grades 6–8.

Project Title: Focus on Student/Staff Self-Development (K–8)	**State Project Number** 74066G

EVALUATION DESIGN:

Evaluation design includes:

1. Written evaluations submitted by each participant in the workshops at the conclusion of the progra to get indications of attitudinal changes and improvement of skills and techniques relative to affective domain.
2. Control and experimental groups will be established – based on teacher participation in renewal programs.
3. Statements by teachers using the self-development programs concerning pupil improvement in areas such as:
   a. Self-understanding, self-awareness
   b. Health self-image
   c. Emotional well-being
   d. Positive attitudes toward school
   e. Decision-making techniques
   f. Pupil-teacher relationships
   g. Discipline

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

The Director of Community Relations, along with the Project Director, will be responsible for all project dissemination into the local community and region through such avenues as newspaper articles, and periodic oral and written reports to the Coatesville Area School Board, Administrators' Cabinet, Coatesville Area PTA Council, Educational Advisory Committee, Curriculum Steering Committee, Chester County Intermediate Un and West Chester State College.

In addition, the Coatesville Area School District, largely as a result of a previously funded, highly successful Title III ESEA Project from 1967–1970 in our new senior high school on "Individualizing Instruction Through Educational Technology", has the complete capability of developing a synchronized colored slide an audio tape, film, or video presentation on the highlights of the project for dissemination to other regional school districts and interested groups.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Date completed or revised: 11/21/74	**Completed by:** Ross L. Bortner	**Phone:** 215–384–8100

Local Educational Agency	Hazleton Area School District	**State Project Number**
Address:	Green and Laurel Streets, Hazleton, Pa. 18201	
Project Director	Frank Dushanko	74067H

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Pre-School Innovative Language Learning (P.I.L.L.)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	12/1/74	6/30/74	$10,663		$10,663
TOTAL			$10,663		$10,663

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** ____________

TARGET POPULATION:

Children between the ages of 2½ to 5 years currently enrolled in the Easter Seal Society Pre-School Program will be the target population for this project. Total enrollment of children will be approximately 42.

There will be one full-time teacher and one part-time aide, who will be with the children throughout the school day. Other staff members will be involved as determined by needs of the children. This will include two part-time consultants who have expertise in the area of speech and language impairments.

The socio-economic status of the families of the children enrolled in this project range from lower middle class to lower upper class.

MAJOR OBJECTIVES:

1. To provide language and articulation therapy to all of the pre-school children enrolled in the project.
2. To provide follow-up individual language and articulation therapy for those children who will be dismissed from the pre-school classes.
3. To provide therapy services on a part-time basis to non-public school children who are not receiving adequate therapy.
4. To provide additional therapy to those children currently enrolled in the public school speech and hearing programs of the Hazleton Area School District.

ACTIVITIES:

Program activities will primarily take place in the Easter Seal Society facilities. The major portion of activities will involve the teaching of language skills on an intensive and extensive basis. This same type of activity will also be implemented in the non-public school sector. A language curriculum will be designed to follow remedial purposes for those problems associated with learning disabilities. Special emphasis will be placed on those learning disabilities through an intervention process utilizing language development. Standardized measuring devices will be developed and utilized to determine each child's needs, thereby providing an opportunity for individualized program structure on an organized basis. Also, the curriculum and other activities will be designed to meet standards with the operation of speech and language programs as prescribed by the Department of Education, Division of Special Education.

Project Title: Pre-School Innovative Language Learning (P.I.L.L.)

State Project Number 74067H

EVALUATION DESIGN:

The evaluation design will consist of a series of various profile charts on each child which will be measured at least three times during the project operation. Pre and post evaluation protocol will be used to determine the progress or lack of progress of each child enrolled in the program. An outside individual (third party) will be asked to evaluate the project approximately three months after its initiation. The protocols to be used by this evaluation team will be designed by the project staff.

FINDINGS TO DATE:

A similar program has been in operation at the Easter Seal Society facilities for approximately 3 years on a part-time basis. This program was developed as the result of a grant submitted to B.E.H. in Washington, D.C. The results of this project have demonstrated gains in oral language behavior of children previously thought to be non-verbal. A significant number of these children categorized as non-verbal are now enrolled in regular mainstream education programs.

DISSEMINATION ACTIVITIES:

A complete report of the results of this project will be made available to all interested professional personnel, as well as other participating agencies such as the Child Development Centers, Childrens Services, MU/MR, diagnostic clinics, Department of Health and Department of Education. Also, local media will be used such as television, radio and newspapers.

Date completed or revised: 11/15/74

Completed by: John Seamen

Phone: 717–455–9511

Local Educational Agency Richland School District
Address: Lamberd Avenue, Johnstown, Pa. 15904
Project Director Nyle M. Hershberger

State Project Number 74068G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Multi–Media Center

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/75	6/30/75	18,200	1974	$18,200
TOTAL			18,200		$18,200

Proposed Termination Date 6/30/75

Projected Funding Level for total project period $18,200

TARGET POPULATION:

The project is designed to serve the 856 students in the Richland School District that are of Junior High School age, including those at the St. Benedict's Elementary School.

The community is a suburban community with some light industry and has a population of approximately 11,000. The socio-economic status of families in the attendance area is mostly middle class. The school district has an enrollment of 2900 students.

MAJOR OBJECTIVES:

This project will provide the means whereby the necessary multi-media materials and equipment will be furnished for a Career Multi-Media Center at the Junior High School. Through the services of this center the following major objectives will be obtained: The project will develop a better informed student who will be able to better select career goals because of a wider exposure to career materials and more individual assistance in utilizing these materials. The project will develop a better informed parent who will be able to direct his/her child to select career goals that are realistic to their interests and capabilities. The project will provide opportunity for the classroom teacher to integrate correlated career units within the regular classroom program of studies.

ACTIVITIES:

A Career Multi-Media Center will be established at the Junior High School. It will contain books, pamphlets, records, filmstrips, Pennscripts, and other materials on careers and making career choices. A paraprofessional will be on duty throughout the school day to assist students, teachers and parents in the utilization of the materials. Students will be permitted to utilize the center to do research on careers, to do class assignments or to just leisurely browse through the materials. The Counselors will develop career units to be utilized in the classroom and teachers may utilize any of the materials from the center for integrating career work with the regular program of studies.

The Career Multi–Media Center will be open three evenings a week from January till the end of April. Parents and students will be invited to come and meet with the counselors and receive assistance for parent and the child to help the child to select appropriate career goals. There will be an inservice program for all teachers at the Junior High School to show them what services are available from the Career Center and how they can utilize the Center.

Project Title: Career Multi-Media Center	**State Project Number** 74068G

EVALUATION DESIGN:

The evaluation of this project will be the responsibility of the counselors. An evaluation form will be developed to measure the behavioral changes of the students that utilize the center to see if they do increase in knowledge of careers and the processes of making career choices. A survey form will be developed to use with parents that participate in the activities of the center to determine if their knowledge of careers and how to help their child make a career choice is changed. A record will be made of the utilization of the materials by the teachers in correlated career units.

FINDINGS TO DATE:

The activities of the project have not started. No findings are available.

DISSEMINATION PLAN:

Information about the project and its activities will be disseminated through the following media: local newspapers, School District Newsletter, radio and television, fliers sent from school, speaking to civic organizations and seminars for parents. Information on the project will be disseminated to the Intermediate Unit and any school district that would request it.

PROGRESS TOWARD ADOPTION:

Most of the activities of this project will be adopted because of the nature of the project.

Date completed or revised: 11/27/74 **Completed by:** Nyle M. Hershberger **Phone:** 814–266–6063

Local Educational Agency Riverside Beaver County School District
Address: R. D. No. 2, Box 1197, Country Club Dirve, Ellwood City, Pa.
Project Director Mr. James A Meehan, Administrative Assistant

State Project Number 74069

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Changing Values Through Law Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Title III 1974	1975	1976	$21,346.24	Title III 1974	$21,346.24
TOTAL			$21,346.24		$21,346.24

Proposed Termination Date 2/1/78

Projected Funding Level for total project period $44,592.04

TARGET POPULATION:

Students in grades K-12 of the Riverside School District are the target population of this project. Enrollment of the attendance area for the current year (1974–74) is 2977 of which over 99% are Caucasian while less than 1% are Negro or Oriental children. The socioeconomic status of the families in the attendance areas varies from lower to upper-middle class composition.

The community is rural with some light industry and has a total population of approximately 12,000. There are 4 elementary buildings, 1 intermediate building and a junior-senior high school located within the 3 townships that make up the school district. In addition a K–8 nonpublic school housing 279 students is serviced by this project.

MAJOR OBJECTIVES:

The main objective of the program is to acquaint students with the law and to make them aware of their rights and responsibilities as citizens in this country. Justice and equality in a democracy depend upon the education of citizens in regard to the law and why such laws are necessary.

It is felt that with a program of this type, beginning in kindergarten and extending through grade 12, children will gain knowledge of fundamental law as it relates to their everyday life. With this knowledge it is hoped that the students will be productive, law abiding citizens in our complex society.

In these times of deep concern about the increasing juvenile crime rate our public education facilities must strike at the root of the problem by becoming involved in a law education program.

The course on all grade levels is presented in such a way that the child's opinion is welcomed and considered worthy of discussion. With the course stressing law concepts and the communication lines being open between the teacher and student a lessening of alienation will emerge and everyone will engage in a challegning experience.

ACTIVITIES:

The initial phase of the project is to have in-service meetings with teachers to acquaint them with the objectives of this program. Since the teachers who are already on the staff will be instructing the course they must have questions answered in regard to the implementation of the program within their classroom.

A committee of parents and teachers have been established to meet periodically with the program coordinator to approve field trips and to make any changes in the curriculum that are felt necessary.

In an effort to have the various local law agencies become involved, a meeting to allow these officials to offer their suggestions is part of the planning phase of the program.

The curriculum includes field trips to local police stations, state police barracks, magistrates offices and court houses. Students participate in poster contests, mock trials, debates and interviews with attorneys and judges. Many audio-visual aids are used to make the instruction more meaningful to the students.

Project Title: Changing Values Through Law Education	**State Project Number** 74069

The purpose of all these activities is to instill an awareness in the students of the complexity of the law governing our society.

EVALUATION DESIGN:

The amount of change that occurs in a student's attitude toward the law as a result of this program can only be measured to a limited extent in the classroom. The real value of this program might not be recogniz until sometime after students have left the school system.

However, student tests, teacher check lists, reports to the advisory committee and visits by staff memb from the Pennsylvania Bureau of Social Studies will be used in an effort to evaluate the effectiveness of the Law Program.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

News releases to local newspapers and articles contained within the district newsletter will supply information about the program to local residents.

The coordinator will make visits to civic organizations and to other school districts using a multi-media approach to explain the value of this curriculum.

PROGRESS TOWARD ADOPTION:

There has been a great amount of community support for this program. The Board of Directors of the Riverside School District recognizes the values of the curriculum and is planning to make it a part of the tot school program.

Date completed or revised: 10/30/74	**Completed by:** James A. Meehan	**Phone:** 412–758–7561

Local Educational Agency Pennridge School District
Address: 1300 Fifth Street, Perkasie, Penna. 18944
Project Director Mrs. Margaret Geosits

State Project Number 74070

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Model for Alternative Teaching Strategies

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/75	12/31/75	$50,000.00	1975	$50,000.00
TOTAL					

Proposed Termination Date 12/31/77

Projected Funding Level for total project period $50,000.00

TARGET POPULATION:

Students in grades kindergarten through twelve in the eleven public schools and one of the non-public schools in the Pennridge School District are the target population of this project. The target population consists of 3350 elementary pupils, 3121 secondary pupils, and 285 pupils from the non-public school. The socio-economic status of the families in the attendance area is primarily of middle-class composition.

The major emphasis of Phase I of the project is on staff development activities for the approximately 400 members of the professional staff, including 16 administrators.

The Pennridge School District encompasses approximately 94 square miles and is primarily a rural area, including four small boroughs and four townships. The educational program is conducted in 8 elementary schools, 2 junior high schools, and a senior high school. An additional senior high school is currently being constructed and will be ready for occupancy in September, 1975. Four non-public schools also serve the distirct.

Recent additions to two elementary schools and the new senior high school have been constructed as modified open-space facilities. All other schools utilize a conventional plan of self-contained classrooms.

MAJOR OBJECTIVES:

The general objective of the project is to provide a staff development program to aid in the implementation of those strategies which are directly related to improving pupil performance on the Educational Quality Assessment Program. The training program will emphasize skill development, understanding, and attitudinal change of staff members for the acceptance and implementation of a flexible organizational system and flexibility in teaching style. In behavioral terms, program objectives are:

1. Professional Staff will be able to subgroup students using established criteria.
2. Professional Staff will be able to identify and select a variety of instructional material related to individual needs.
3. Professional Staff will be able to use multi-sensory materials and equipment for individualized instruction.
4. Professional Staff will be able to physically arrange an instructional setting to accommodate individual needs.
5. Professional Staff will be able to use contemporary motivational techniques.
6. Professional Staff will be able to create instructional materials for personalized instruction.
7. Professional Staff will develop an open inter-personal relationship with each other and pupils.
8. Professional Staff will adjust to flexible scheduling and flexible school environment.
9. Professional Staff will communicate the concept of flexibility to community.

Project Title: Model for Alternative Teaching Strategies	**State Project Number** 74070

ACTIVITIES:

Project activities will consist of three one year phases. Phase I will emphasize a staff development pro to investigate and plan alternative teaching strategies. Phase II will include the implementation of the strat for the flexible instructional program and a continuation of the staff development program. During Phase the staff development program and the implementation of the teaching strategies will be refined and a staf development program for classified personnel will be conducted.

The activities for Phase I will be determined by the district needs as defined by the Educational Quali Assessment Program which was administered to ninth grade pupils in 1973. The staff development progra will be conducted on 5 in-service days and 5 one-half day sessions during the second semester of the 1974- school term and 5 one-half day sessions during the first semester of the 1975–76 school term. An intensif program will be conducted during the summer of 1975. Included in Phase I will be an attempt to integrate appropriate instructional strategies into the K–12 program:

1. Needs assessment and goal setting
2. Curriculum modules
3. Team teaching
4. Individualized instruction
5. Independent study
6. Performance objective writing and learning packets
7. Continuous progress plans
8. Continuous evaluation processes

Providing leadership for the in-service program will be those members of the administrative and teach staffs who were trained during a Competency Based Teacher Education Program conducted in June, 1974. proposed project will provide activities based on the demonstrated needs of individual staff members in the utilization of these techniques.

EVALUATION DESIGN:

Evaluation will be a continuous process in which both formative and summative evaluations will be utilized in the proposed project. The process and product evaluation designs will be developed in all phase the program. The results of the Educational Quality Assessment Program will be used to guide program de opment. Achievement cognitive skills of pupils and attitudes of pupils and teachers will be measured in Phases II and III.

FINDINGS TO DATE:

This is a new project.

DISSEMINATION PLAN:

Dissemination plans include local newspaper coverage, district-wide newsletter coverage, multi-media sentation, and presentation on local radio-stations. The Department of Education's avenues of distributio information will be utilized.

Date completed or revised: 12/5/74	**Completed by:** Mrs. Patricia A. Guth	**Phone:** 215–257–5011

Local Educational Agency	Bucks County Public Schools I.U. No. 22	**State Project Number**
Address:	Ansley Bldg., Old Easton Rd., Doylestown, Pa. 18901	
Project Director	Albert M. Neiman	74071

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Education Projects through Mini Grants

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	1/1/75	12/31/75	43,425		43,425
	1/1/76	12/31/76	20,635		
	1/1/77	12/31/77	10,318		
TOTAL			74,378		

Proposed Termination Date 12/31/77

Projected Funding Level for total project period 74,378

The Bucks County Intermediate Unit Mini-Project is an outgrowth of genuine teacher and student needs identified by local school district authorities.

It is recognized that teacher developed, creative, innovative curriculum improvement ideas and pilot projects require seed money. Furthermore, it has been observed that independent ventures frequently do not have the benefit of expertise in systematic assessment techniques, or the latest sophisticated and skilled pedagogical methods of performance. This limits their ability to serve as models for other teachers and other districts.

Many teacher-developed curriculum improvement ideas are not undertaken due to lack of financial assistance. This is a factor that hinders needed action research in the field. Funds made available through the mini-project proposal will encourage more classroom level activity on innovative projects and programs, more sophistication in assessment and evaluation efforts, and should help demonstrate the value of teacher-inspired and teacher-developed ideas for curriculum improvement.

The primary objective of the mini proposal is to stimulate teachers to design and develop innovative, creative curriculum improvement projects and give them the wherewithal to accomplish their goals.

Secondary objectives are to develop and expand teachers' ability and skills in writing, interpreting and using performance objectives. Learning to use and devise appropriate cognitive, affective, and psycho-motor evaluation instruments and procedures is an important outcome of the project. A tertiary objective that is complimentary to the main purpose is to disseminate results of successful projects to help teachers do a better job in their daily endeavor and inspire them to develop and expand original ideas into projects of their own.

Objectives for each mini-project will vary with the nature and scope of the project. However, each applicant will be required to list the objectives they plan to be accomplished in their particular mini project. Appropriate pre and post assessment provisions will be required to measure student changes in cognitive, affective and psychomotor areas when applicable.

In addition to the many and varied innovative ideas classroom teachers may generate, a primary resource this project will attempt to tap are the students themselves. Literature will be disseminated to help solicit ideas from students and let those worthy of support facilitate them from preliminary proposal to final accomplishment. The experienced gleaned from working on a self oriented project with their teacher sponsors would involve multiple disciplines and stimulate interest and motivation for students and teachers.

Local Educational Agency Connellsville Area School District
Address: 1135 Race Street, Connellsville, Pa. 13425
Project Director Stanley McLaughlin

State Project Number 74072

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Elementary Physical Education – Lifetime Sports

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/15/75	1/15/76	$34,000.00	1975	$34,000.00
Cont.	1/15/76	1/15/77	$25,928.00	1976	25,928.00
Cont.	1/15/77	1/15/78	$12,964.00	1977	12,964.00
TOTAL			$72,892.00		$72,892.00

Proposed Termination Date 1/78

Projected Funding Level for total project period $72,892.00

TARGET POPULATION:

Students in grades K through 6 of the Connellsville Area School District are the target population of this project. Enrollment for the current year, (1974–75) is 4,518 students of which approximately 97 percent are Caucasian and 3 percent are Negro. The district is encompassed by both a rural and small urban environment where some students must be transported long distances. The socioeconomic status of the families in the attendnace area range from upper middle to lower class composition.

Approximately 177 professionals are assigned to the 11 elementary schools in the Connellsville School District, and all of this group will participate either directly or indirectly in the program.

MAJOR OBJECTIVES:

1. Give an experience in involvement in lifetime games and activities to the individual elementary pupil and to develop a positive attitude and a social awareness consistent with his/her improving physical and emotional age.
2. Provide a comprehensive elementary intramural program providing a diversified background of lifetime sports experiences. It is expected that a 40% pupil involvement increase in such activities will occur within a three year period.
3. Given an intermediate grade pupil, he/she will improve on the criteria as set forth in the AAHPER tests, an average of 12% per year in overall test results when tested in May as compared with a similar testing given in September.
4. Given a primary pupil, the development of his/her gross motor coordination will improve with his/her individual capabilities as measured by performance on selected components of the AAHPER test.
5. Develop fine motor skills coordination consistent with his/her individual capabilities.

ACTIVITIES:

Project activities will include all elementary teachers and five physical education instructors. By utilizing the classroom teacher under the direction of the specialist, we will be able to reach all students at all levels of the elementary program. This developmental program is based upon comprehensive readiness experiences in the elementary schools to better prepare our students for participating in intramural and lifetime sports starting in the fourth grade and continuing through grade twelve. After graduation the student will then be better prepared to select physical activities as alternatives in the use of leisure time.

We plan to have four to six in-service workshops during the first operational year. Consultants during this initial year will work both with elementary classroom teaching staff and on a more specialized basis, with our five certified physical education instructors.

Project Title: Elementary Physical Education – Lifetime Sports

State Project Number 74072

E VALUATION DESIGN:

Screening and testing will start with the inception of the program. K–1–2–3 grades will receive a screening test based on basic movement, agility, coordination and perceptual motor abilities. This screening will be a natural part of the regular physical education class and students will not be aware they are being tested. The results of this screening will be the basis for individual instruction, change in curriculum and program evaluation.

The intermediate grades will be given the AAHPER test to determine where we are at the beginning of th program and consequently be given at the end of the year to determine progress development.

FINDINGS TO-DATE:

Observation of secondary physical education program reveals a glaring weakness in basic skills necessary for participation in lifetime sports. Approximately 76% of elementary students are not physically capable to successfully participate in either individual or team activities upon entry into our secondary program. AAHPE tests given to the students entering 7th grade indicate a need for greater emphasis on basic readiness skills leading to individual participation in an expanded variety of lifetime sports.

PROGRESS TOWARD ADOPTION:

The school district has employed five physical education instructor and a supervisor of physical educatio K through 12. Initial testing has started and the basic organization developed for formal initiation of the program at the start of the second semester.

Date completed or revised: 12/17/74 **Completed by:** Stanley McLaughlin **Phone:** 412–628–330?

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	21st and the Parkway, Philadelphia, Pennsylvania 19103	
Project Director	Althea L. Cousins	74073

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Room to Grow

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	1/1/75	12/31/75	40,900	1975	
Cont.	1/1/76	12/31/76	40,900		
Cont.	1/1/77	12/31/77	24,540		
TOTAL			106,340		

Proposed Termination Date 12/31/77

Projected Funding Level for total project period 106,340

TARGET POPULATION:

Participation in Room to Grow (grades 4, 5, and 6) during the 1973–74 school year accounted for 12,789 students, in 418 classes and 69 elementary schools. The present funding (3 years) will result in the inclusion of all students in grades 4, 5, and 6, approximately doubling the statistics noted above. Funding will also permit the extension of the program to an additional district (10,000 students) in grades 4, 5 and 6 over the funding period. Grade 3 will be added to the career education program in 6 of the 8 school districts, approximately 13,000 students. A pilot program for 300 students in grades K, 1 and 2 will also be initiated in January 1975 and extended to 38,000 in these grades by December 1977. At the termination of the funded period 86,000 students, 2,458 classes and 138 schools grades K–6 will be participating in career education activities.

MAJOR OBJECTIVES:

1. To implement an effective career oriented project for elementary school students.
2. To increase students' knowledge of available jobs.
3. To develop and implement curriculum in Grades K–2.
4. To train teachers to use resources as part of their teaching activities.

ACTIVITIES:

The program consists of six phases:

1. Teacher Guided Sessions
2. Dialogue with workers from business and industry
3. Trips into the world of work
4. Pupil created activities and class projects
5. Community involvement
6. Co-curricular activities

EVALUATION DESIGN:

1. By periodically monitoring the project, the evaluator will descriptively report the project's formative activities.
2. The evaluator will develop an instrument to measure knowledge of available jobs. The instrument will be administered on a pretest-posttest basis. The t test will identify differences between the two administrations.

Project Title: Room to Grow

State Project Number 74073

3. The evaluator will descriptively report on project-developed cirrucula.
4. Teachers participating in the project will be periodically monitored to determine if they use the project's resources. Results will be presented in tabular form.

FINDINGS TO DATE:

Analysis of student reactions have shown that (1) students in the program acquire facts about 400 occupations during the years of participation in the program, (2) begin to relate the need for success in school as a preparation for entering the world of work, (3) have a more acute understanding of the self and peers (teachers observations), (4) integrate career education activities into all cognitive school subject areas, language arts, social studies, music and mathematics.

DISSEMINATION PLAN:

Teacher manuals, resource guides, pupil workbooks, gamebooks, career exploration booklets, multi-media guides, career resource presenters, and trip guides are available to teachers in the system and to other interested persons or agencies. An article on the program has appeared in the Grade Teacher, and will appear in a future issue of the Vocational Guidance Quarterly. The program is indexed in ERIC and several additional journal articles are under preparation. More than 150 requests for information and guides have been received and disseminated. Most recently the Minnesota Educational Computing Consortium, Milwaukee Public Schools, Harvard University (for the N.I.E.), and the Office of Education (H.E.W.). Summaries have appeard in Keynotes a presentation was made at the Pennsylvania School Counselors Convention in Hershey and Mr. Woal, Supervisor, Room to Grow has been consultant to workshops and conferences on career education at the State level on several occasions. A portion of the Room to Grow program will be included in the second edition of Mary Margaret Scobey's book, Teaching Children About Technology, McKnight Publications, fall 1974.

PROGRESS TOWARD ADOPTION:

The School District has increased support of this project by assigning a supervisor full time through local operating costs, by providing funds for workshops and staff development for teachers, space for a Room to Grow office and by providing funds for teacher committees to develop curriculum guides, manuals, workbooks and multi-media aids. The School District has also provided funds for editing and printing costs of curricular materials.

Date completed or revised: 11/29/74 **Completed by:** Althea L. Cousins **Phone:** 3314

Local Educational Agency Carbon-Lehigh Intermediate Unit No. 21
Address: 2370 Main Street, Schnecksville, Pa. 18078
Project Director Dr. Ellis French

State Project Number 74074

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: "Related Arts in Education"

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/75	12/31/75	$70,000	1975	$70,000
TOTAL			$70,000		$70,000

Proposed Termination Date ____________ **Projected Funding Level for total project period** ____________

TARGET POPULATION:

This project is directed at serving the nearly 64,000 public and non-public school students in the Carbon-Lehigh Intermediate Unit. Students of varying ethnic, racial, and socio-economic mix attend approximately 125 public and non-public schools in rural, suburban, and urban settings.

MAJOR OBJECTIVES:

The primary objective of this project is to develop broadly based programs in the arts that are complementary and supplementary to existing programs that will stimulate students, teachers, and the community-at-large as consumers and producers of the literary, performing, and visual arts. Secondary objectives are to promote the fullest utilization of existing community and regional resources in the arts and to establish an arts resource center that will enable teachers to increase their expertise in the use of the literary, performing, and visual arts in the total program.

ACTIVITIES:

Activities during the first year of the project will focus on the development and publication of a survey of arts resources in the region; the establishment or extension of various arts programs; and the creation of an arts resource center. Among the planned supplementary art programs are: a summer arts academy patterned after that of the Governor's School for the Arts to provide arts experiences for promising public and non-public high school students; an art exchange program in which students and teachers would be encouraged to produce art objects that could be assembled into protable displays for distribution throughout the school systems; a permanent art collection of regional high school, college, and local professional art that could be circulated separately as an art-object-of-the-month program; a Saturday arts program for the disadvantaged; a master-apprentice program for teachers and students who would contract to produce original music scores, dances, plays, a work of art, a piece of furniture, etc.; a travelling children's theater; a travelling program of literary readings by executives of area business and industry; an artists-in-residence program to bring area architects, potters, musicians, dancers, and other artisans into the schools; and others.

EVALUATION DESIGN:

The assessments will be quantitative and qualitative as well as formative and summative for each program activity. Quantitative evaluation will be based upon the extent of usage of each program activity. This implies that the more often a program is requested or the greater the number of participants in a program, the better that program is serving students and teachers. However, to obtain data on how well the programs

Project Title: "Related Arts in Education"	State Project Number 74074

are serving students and teachers, forms employing Lickert-type and discrepancy model scales will be developed at the outset of the project to permit participants to evaluate the programs. This will provide the summative and formative evaluation.

FINDINGS TO DATE:

Not applicable

PROGRESS TOWARD ADOPTION:

Not applicable

Date completed or revised: 12/31/74	Completed by: Dr. Floyd N. Keim	Phone: 215-799-4111

Local Educational Agency	School District of Bristol Township	**State Project Number**
Address:	800 Coates Avenue, Bristol, Penna. 19007	
Project Director	Mr. Guy Petroziello	74075

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Staff Development – Instructional Improvement in Secondary Reading

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	2/1/75	1/31/76	$45,000.00	1975	$45,000.00
	2/1/76	1/31/77	27,900.00	1976	27,900.00
	2/1/77	6/31/77	13,950.00	1977	13,950.00
TOTAL			$86,850.00		$86,850.00

Proposed Termination Date 6/31/77

Projected Funding Level for total project period $86,850.00

TARGET POPULATION:

This project seeks to develop in staff, through an in-service training program, better understanding of the elements of a balanced reading program and positive attitudes toward the instruction of reading in all content areas. The District Secondary Reading Specialists Committee serve in a direct working relationship with all Reading, Language Arts and English staff for grades 6 through 12. Based on common staff and student problems, the committee concluded the needs could best be realized through the organization and direction of an in-service training program for 116 English, Reading and Language Arts staff from all five secondary schools for grades 6 through 13 including non-public school representation during the intial year. Approximately 8,000 students in the English, Reading and Language Arts classes from the five secondary schools and the two non-public high schools will be in participation through this staff development and instructional improvement program.

MAJOR OBJECTIVES:

Through the implementation and application of this program we desire to:

1. Establish Learning Skills Centers at the Elementary Level for 1974–75 school year. (Currently functioning).
2. Seek to remedy and improve the current deficiency and weakness in Reading as indicated by the Educational Quality Assessment Testing Program.
3. Assist the staff in the development of positive attitudes toward the teaching of reading.
4. Develop an understanding of and the working relationship with the Reading Specialists.
5. Increase and extend the productivity of the five Secondary Reading Specialists.
6. Develop an understanding of the elements of a balanced reading program through in-service instruction and reading resource centers.
7. Develop an understanding of the concept of differentiated and individualized instruction.
8. Guide teachers in the analysis and development of the reading abilities that are essential for successful study of the content areas.
9. Assist students to form positive attitudes toward reading and language arts .
10. Assist students to expand upon the written word by providing additional enrichment experiences through Humanities Courses, Theater and Film offerings, visitations and performances.
11. Provide extensive implementation of films, professional theater, and cultural community resources.
12. Improve the instructional skills and methodology of staff to effect improvement in the learning skills and attitudes of students in the total Language Arts Curriculum.

Project Title: Staff Development – Instructional Improvement in Secondary Reading	**State Project Number** 74075

ACTIVITIES:

An integral and direct part of the proposed program will be to:

1. Improve the current deficiency and weakness in Reading as indicated by the Educational Quality Assessment Testing Program through increased budgetary outlay for Reading Resource Centers equipment and L.A. activities and program materials.
2. Develop a Reading Instruction Guide utilizing subject related materials that would suggest procedur by which students would be guided as they develop subject-related concepts and skills simultaneous
3. Establish a "reading training cadre" composed of representatives from the areas of curriculum.
4. Develop a Reading Resource Center which will function in a dual role.

EVALUATION DESIGN:

In terms of the listed objectives, the project will be evaluated by an analysis of:

1. Staff
   a. Construction of a long-range instrument for diagnosis of progress of program in relationship to established goals and activities of the Learning Skills Centers at the elementary level and the directed thrust of the secondary in course offerings and materials improvement and staff development.
   b. Development of a Reading attitudinal survey.
   c. Development of a questionnaire related to the working relationship with the Reading Specialis
   d. Development of tools for self-evaluation and assessment by staff.
2. Students
   a. Preparation of aprojection scale for the improvement of the deficiencies as reflected in the Educational Quality Assessment Tests.
   b. Development of an attitudinal survey to be administered prior to and following in-service staff development program.
   c. Development of comparative test analyses such as Iowa Test Survey, Nelson Reading Test, Th Standord Diagnostic Reading Test.
   d. Development of comparative course selection analyses.
   e. Development of comparative S.A.T. results analyses as a long range device.

DISSEMINATION PLAN:

Activities to be implemented include the following:

1. Staff
   a. First year staff to act as training cadre within departments.
   b. Reading Specialists to organize, direct, and implement both individual buildings and district in service programs on a continuum.
   c. English-Language Arts Curriculum Coordinator and English Charimen to analyze, review and evaluate staff application in classroom methodology and instruction.
2. Materials
   a. Creation of Reading Curriculum Guide.
   b. Utilization and application of Guide in reading instructional program.
   c. Preparation of publicity releases regarding the nature and progress of program.
   d. Creation of a printed brochure identifying program organization, structure, procedure, outcom and accomplishments.
   e. Arrangements for Video taping.

Date completed or revised: 1/31/74	**Completed by:** Mr. Guy Petroziello	**Phone:** 215–943–3200

Local Educational Agency ARIN I. U. No. 28
Address: Courthouse, Indiana, Pa. 15701
Project Director John R. Coulson

State Project Number 74076

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum Mini-Grants

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		1/15/75	3/31/75	40,000	1974–75	23,000
TOTAL						

Proposed Termination Date 1/14/75 **Projected Funding Level for total project period** $40,000

TARGET POPULATION:

Input for the first round of funding indicates that approximately 7,000 students will be involved directly or individually from five different school districts within the ARIN I. U. The ARIN I. U. serves a two county area of approximately 37,000 public school students located in 11 school districts and a portion of the Greensburg Diocese.

MAJOR OBJECTIVES:

1. To encourage and enable teachers to conduct curriculum experimentation through mini-grants.
2. To encourage and enable school districts to conduct curriculum experimentation through mini-pilot-grants.
3. To provide curriculum service which can be adapted to the need of each school.
4. To identify present and emerging district curriculum needs.
5. To enable school district personnel to become better acquainted with educational needs which are not now being met and to help district personnel to design and develop programs to meet these needs.

ACTIVITIES:

When the project is approved and funded, the Intermediate Unit staff will proceed with the following activities.

1. Develop a source of consultants from within the Intermediate Unit staff.
2. Develop an evaluation design for the project which will include feedback from teachers, administrators, students, and other participants.
3. Store all material and findings at I.U. office for easy retrieval by any district within the I. U., region, or state.
4. Design a procedure for mini-grant selection and implementing it.
    a. For teachers and administrators these grants would range from $50.00 to $300.00.
    b. For districts those grants would range from $1,000 to $3,000 for pilot programs. Districts would need to write a proposal similar to the one submitted for state approval. Funds would be divided between elementary and secondary for try-out projects, materials, supplies, etc.
    c. Procedure: Public and non-public districts will be notified of the availability of grants for mini-grants; teachers, administrators, and school districts may submit a proposal. Advisory Council will make final selection.

Project Title: Curriculum Mini-Grants

State Project Number 74076

EVALUATION DESIGN:

An evaluation instrument is in the process of being developed;it will include feedback from the teacher administrators, students, and other participants involved in the project.

FINDINGS TO DATE:

This project is modeled after similar projects successfully operated I.U.'s 1, 5, 8 and 21. Their project, publications and studies were thoroughly reviewed by our staff.

DISSEMINATION PLAN:

Brochures will be printed and distributed to all school districts. All projects will be filed and displayed I. U. No. 28 offices. Significant findings will be disseminated via I. U. No. 28 newspaper and R.I.S.E.

PROGRESS TOWARD ADOPTION:

The mini projects funded in the first round are intended to supplement creative teaching programs throughout the I. U. All districts within the I. U. and the Greensburg Diocese have positively endoresed the program as one which they will actively participate.

Date completed or revised: 12/22/74

Completed by: John R. Coulson

Phone: 412–465–2665

Local Educational Agency School District of Philadelphia
Address: 21st Street and the Parkway, Philadelphia, Pa. 19103
Project Director Dr. Sylvia Charp

State Project Number 74077

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Computer Assisted and Managed Reading Centers

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Initial	1/1/75	12/31/75	34,500	1975	
TOTAL					

Proposed Termination Date 12/31/77

Projected Funding Level for total project period 65,500

TARGET POPULATION:

Students in grades 5–8 of the Pepper Middle School (Phila., Pa.) attendance area are the target population of the project. Enrollment for the current year, (1974–75) is 953 students of which approximately 48% are Caucasion and 52% are Black. In addition, 20 students from 2 non-public schools will participate in the program. The socio-economic status of the families in the attendance area is primarily middle-class.

MAJOR OBJECTIVES:

The following enabling objectives have been identified for the first year of the project:

1. To develop an individualized computer-managed reading program to assist teachers in diagnosing student needs, prescribing appropriate instruction, and evaluating student progress.
2. a. to use diagnostic and criterion referenced tests
   b. to identify instructional materials and sequences for assignments correlated with student needs in terms of the Philadelphia Reading Competencies
   c. to develop the computer programs required
   d. to establish two computer managed and computer assisted reading centers for students diagnosed at or above Book 3
3. To establish two computer managed reading centers for students diagnosed below Book 3.

ACTIVITIES:

Presentations and workshops conducted by the Education and Instructional Systems Office, testing conducted in reading classes, provision of materials for diagnostic-prescriptive teaching, preparation of self-instructional materials.

EVALUATION DESIGN:

During the first year of project operation, the evaluation will focus on providing information both on the installation and implementation of the program and student progress through the instructional sequences.

Monitoring by evaluators from the Office of Research and Evaluation will determine the degree to which the project attains its enabling objectives.

FINDINGS TO DATE:

This will be the first year of the project.

Project Title: Computer Assisted and Managed Reading Centers

State Project Number 74077

DISSEMINATION PLAN:

In order to insure the meaningful dissemination of pertinent information relative to educational activiti supported by ESEA, Title III funding, the School District of Philadelphia will be mounting a comprehensive information program designed to make school system personnel, members of the civic, government, and business communities, and the public in general aware of exemplary efforts being instituted to serve the chil ren of our school in special ways. It is expected that the professionally planned and implemented program v provide for the use of a variety of dissemination approaches and technqiues, in each case, specifically desig to focus attention of the features of the particular project being highlighted.

PROGRESS TOWARD ADOPTION:

Will be determined after the project has had a change to operate.

Date completed or revised: 12/1/74

Completed by: Dr. Sylvia Charp

Phone: 215-BA9-9492

Local Educational Agency	Parkland School District	**State Project Number**
Address:	Orefield, Pa. 18069	74078
Project Director	Edward Davis	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Developing the Three R's of Environmental Education (Research, Relationships, and Responsibility)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	3/1/75	2/29/76	$19,500.00	1975	
TOTAL					

Proposed Termination Date 2/28/78

Projected Funding Level for total project period $32,800.00

TARGET POPULATION:

The primary target population for this environmental education project includes approximately 1,140 students (K-12) from the total district attendance area. There are 44 professional staff members assigned to this project, which includes 40 classroom and special area teachers (K-12), one project director, and three assistant directors.

The Parkland School District, located in Lehigh County, includes three townships, Upper Macungie, North Whitehall, and South Whitehall, with a combined population of about 26,000 citizens. The community composition is rural/suburban with areas of light and heavy industry. The school district has a total enrollment of 6,949 students, with a professional staff of 343 in seven elementary schools, two junior high schools and one senior high school. In addition, there are four non-public schools serving 299 district students.

MAJOR OBJECTIVES:

The general objective of this program is to design and implement a sequential interdisciplinary environmental education program K-12 in the Parkland School District.

The specific objectives of the program are:

1. Providing hands-on in-serive training for professional staff in developing competencies for teaching environmental concepts.
2. Develop two environmental education study sites.
3. Further develop environmental curriculum and design study guides at four educational levels: primary K-3, intermediate 4-6, junior 7-9, and senior 10-12.

ACTIVITIES:

Initially, approximately 40 staff members will participate in 39 hours of in-service training provided by Nolde State Park Environmental Education Center, Penn State University, and Mr. Grant White, ecologist. These sessions are designed to provide the faculty with: environmental awareness and sensitivity, an understanding of ecological concepts, a proficiency in developing environmental education teaching units, knowledge of community resources, and an ability to intergrate environmental education experiences into appropriate subject areas.

Two environmental areas will be developed through the activities of participating staff and students which include: site survey inventories, planning, and actual construction of features, i.e., trails, observation points, and numerous interest areas.

Project Title: Developing the Three R's of Environmental Education	**State Project Number** 74078

Students and teachers will be involved in providing appropriate information for developing curriculum guides by: reviewing and selecting appropriate media materials, compiling community resource materials, and input from classroom activities and pilot studies.

EVALUATIVE DESIGN:

Pre-post cognitive tests will be administered to determine teacher growth in the knowledge of environmental concepts. Pre-post attitudinal tests will also be given to the participating faculty. Environmental study area growth will be evaluated through checklists and a timetable of development. The curriculum development will be evaluated by a checklist of progress.

FINDINGS TO DATE:

Not applicable; project to begin March 1, 1975.

DISSEMINATION PLAN:

Pertinent information about the program will be reported through local newspaper articles, the Parkland Newsletter to district taxpayers, the Curriculum Newsletter to the school's professional personnel, and the Department of Education channels of distribution.

PROGRESS TOWARD ADOPTION:

No information available at this time.

Date completed or revised: 1/6/75	**Completed by:** Jack C. Krause	**Phone:** 215-434-6154

Local Educational Agency School District of Philadelphia
Address: Parkway @ 21st St., Phila., Pa. 19103
Project Director Dr. Harry P. Quinn

State Project Number 71-7103 (306)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Comprehensive Early Childhood Education Network

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/71	6/30/72	325,387.00	1971	325,387.00
TOTAL					

Proposed Termination Date 6/30/76

Projected Funding Level for total project period $1,384,896.00

TARGET POPULATION:

Total enrollment for the current year in the Philadelphia Public School System is 283,197, of which 169,490 are Negro, 105,718 are Caucasian, 7,989 are Spanish-surnamed.

At the present time there are about 120,000 students enrolled in early childhood programs including preschool and kindergarten through fourth grade in the Philadelphia public schools; 5,800 of these are in preschool programs; there are approximately another 25,000 in kindergarten. 900 teachers are involved in preschool programs and approximately 6,500 are working at the elementary level.

Included in the above totals are approximately 10,600 children being served in special programs for the handicapped.

In the Parochial School System there are about 45,900 students enrolled in early childhood programs, including preschool and kindergarten through fourth grade, out of a total enrollment of 136,247.

Philadelphia children, preschool to grade four, their parents, their communities, and the teachers and administrators who serve them, constitute the target population of this project.

MAJOR OBJECTIVES:

The purpose of this project is to develop a new approach to staff parental and community participation in early childhood education.

As a result of a comprehensive dissemination and training system, staff, parents, and community members should be able to: 1) Identify instructional alternatives available in early childhood education. 2) Relate program options to the needs of their particular school and community. 3) Design effective approaches to parent support and influence on early childhood programs. 4) Increase parent participation in classrooms and schools as volunteers and observers. 5) Extend educational and community activities for parents, teachers, and administrators. 6) Generate new child development activities involving high school students working with young children. 7) Design early childhood programs for local schools and communities that are most relevant to the needs of those particular communities.

ACTIVITIES:

The Philadelphia School District will develop and utilize three closely connected components: an information system, a training process, and a monitoring system.

An *information dissemination system* will be developed to help parents, teachers and other school staff, and interested community members to become aware of, and to make more effective use of, available and newly-developed information and resources in early childhood education.

Project Title: Comprehensive Early Childhood Educ. Network

State Project Number 71-7103 (306)

Each of the eight local districts that make up the School District of Philadelphia, along with non-profit private schools, will plan, implement and monitor informational activities that fit individual district needs. Innovative activity options will include Parent Activity Centers where parents, teachers, staff and community members would receive information about the growth and development of children, educational alternatives, health and nutrition, psychological and social services, and materials and games to supplement education at home. Other activity options for information dissemination include the use of different types of media, workshops, seminars, and classroom observations. Each local district will decide for itself whether it wishes to concentrate on a limited number of schools and communities or spread its resources throughout the district.

In order to utilize new and existing information and resources in early childhood education as fully as possible, the School District will develop a *training process* which will involve parents, teachers, principals, supervisors, aides, volunteers and university staff. Training will be concerned with a better understanding of the development and needs of young children and an increased ability on the part of all concerned to meet these needs. Activities will be provided to help parents, and especially fathers, to increase their effective participation in early childhood programs. Linkages will be developed through the city-wide parents group, the Home and School Council, the Philadelphia Principals Association, and the School District's Institute for Advanced Administrative Development to provide opportunities for full participation of building principals in the training sessions. The involvement of university personnel will not only provide their expertise for training sessions but also augment that expertise by giving university personnel concrete experience in various schools and communities.

The School District will coordinate the information system and training activities through a monitoring system which will be perhaps the most innovative component of the project. Each district will develop its own monitoring component to check the effectiveness of information dissemination, training of school personnel and training and participation of parents; to measure the changes in early childhood programs resulting from this project, and to increase the coordination of district and central office resources directed toward early childhood programs. Parents will be involved significantly in monitoring processes. A central monitoring system will be developed to allow the rapid dissemination of successful approaches to strengthen early childhood programs developed by each district.

EVALUATION DESIGN:

Evaluation design presently receiving pre-audit investigation.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

No data available at this time.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Date completed or revised 7/30/71 **Completed by:** Harry P. Quinn **Phone:** 448-3320

Local Educational Agency Montgomery County Intermediate Unit
Address: Rt. 73 and Butler Pike, Blue Bell, Pa. 19422
Project Director Matthew M. Hickey

State Project Number 71-7155 (306)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project KARE (Knowledgeable Action to Restore our Environment)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	3/29/71	7/31/72	$288,000.00	1972	$288,000.00
Cont.	8/1/72	7/31/73	254,600.00	1973	254,600.00
Cont.	8/1/73	6/30/74	213,750.00	1974	213,750.00
Cont.	8/1/74	6/30/75	200,000.00	1975	200,000.00
TOTAL			$956,350.00		$956,350

Proposed Termination Date 6/30/76

Projected Funding Level for total project period $1,250,000.00

TARGET POPULATION:

Project KARE is a regional project sponsored by the five Intermediate Units of Bucks, Chester, Delaware, Montgomery, and Philadelphia Counties. The target population is more than 900,000 students in grades Kindergarten through Twelve who reside in the Southeastern Pennsylvania region. They are enrolled in 69 public-school districts and over 300 non-public schools. Nearly 68 percent of the students are Caucasian, 30 percent Negro, and 2 percent other ethnic origins. Almost 25 percent of the students attend non-public schools. An estimated 84 percent of the total student population live in urban and highly-congested suburban communities. Approximately 25 percent of the students reside in the Philadelphia Model Cities Area. Families within the five-county region represent all socio-economic levels. Secondary target populations of the project include administrators, teachers, parents, and community persons.

MAJOR OBJECTIVES:

The overall, long-range objective of project KARE is to establish a cooperative urban-suburban-rural effort toward strengthening environmental education. Specifically, the project encourages local schools to:

- Achieve effective awareness of environmental problems and methods for restoring our environment.
- Teach, experience, and learn urban-suburban cooperation in environmental problem-solving.
- Involve students integrally in planning and conducting activities for environmental education.
- Utilize learning approaches which are action-oriented and inter-disciplinary.
- Foster community participation in environmental education, and
- Identify and make use of local human and material resources for environmental education.

ACTIVITIES:

LOCAL ACTION PROGRAMS (LAPs) – are conducted by local schools with funds and technical assistance from Project KARE. Each LAP school engages in inter-disciplinary activities dealing with specific environmental problems such as stream pollution and community deterioration. Over 35,000 students have participated directly in the 75 LAPs conducted since 1971. In many cases, LAP activities have been incorporated into the on-going curricula of sponsoring schools.

Project Title: Project KARE (Knowledgeable Action to Restore Our Environment)	**State Project Number** 71-7155 (306)

ENVIRONMENTAL STUDIES CONSULTANT SERVICES (ESCS) – are provided to requesting schools by project staff who perform site-analyses, in-service training, and curriculum design. Over 95 percent of constituent school districts are utilizing this technical assistance.

ENVIRONMENTAL EDUCATION RESOURCE CENTER (EERC) – provides students, teachers and community with information, research findings and curriculum materials which have been annotated by project staff according to usage and quality. The annotations are printed on 3" x 5" index cards and organized into a Resource File which has been duplicated and distributed to 100 selected schools and organizations.

CURRICULUM MATERIALS DEVELOPMENT (CMD) – has occured as a result of the other activities of the project. Five curriculum guides, collectively comprised of more than 900 pages, have been produced. Solid waste, population, home-made sampling equipment, in-depth studies, aesthetics, transportation and air-water quality are some of the topics presented in the guides.

Project staff include two environmental specialists who provide to requesting schools a variety of services free-of-charge such as study-site analysis, in-service training, and curriculum design. Nearly 65 public school systems have utilized the consultant services of Project KARE since 1971-72.

EVALUATION DESIGN:

Evaluation methodology is specifically designed for effective assessment of each project component relative to stated objectives. Criteria for evaluation of management, community involvement, and staff development include appropriateness of techniques, degree of success in achieving objectives, and performance on meeting schedules. The evaluation of the instructional component is essentially a pre-test, post-test, one group design. Emphasis is on the existence, extent, and quality of statistically measurable improvements in the behavior, attitudes, and knowledge of students and community. Project-produced materials are evaluated in terms of acceptance by educators and the community, as well as relative contribution to the field of environmental education. Instruments include local objective examinations, non-obtrusive measures, questionnaires and checklists. On-site observations are made also.

FINDINGS TO DATE:

The independent evaluator reports that Project KARE has experienced considerable success. A great number of students were involved in the project, a diverse population was reached, and a number of disciplines were involved. There was a great deal of enthusiasm demonstrated by students and teachers. The majority of Local Action Programs (LAPs) showed full or partial achievement of a significant increase in environmental knowledge.

DISSEMINATION PLAN:

Dissemination consists of two principal components: (1) public information dispersion, and (2) technical information diffusion. The content of public information is geared to create an informed public awareness regarding the objectives and programs of Project KARE. Special emphasis has been placed on the activities of the Local Action Programs (LAPs). Technical information has been disseminated by the curriculum guides and by the production and circulation of technical reports, i.e., "Birds and Oil Spills Don't Mix" and "Feral Dogs".

Date completed or revised: 12/30/74	**Completed by:** Matthew M. Hickey	**Phone:** 643-7600

Local Educational Agency Berks County Intermediate School Board
Address: Courthouse, 11th Floor
Project Director Mr. Louis Ritrovato

State Project Number
71-7229 (306)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: An Interdisciplinary Problem-Solving Approach in Environmental Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In App.	7/1/71	6/30/72	104,000		104,000
	11/1/72	10/31/73	128,000		128,000
TOTAL					

Proposed Termination Date 6/30/74
Projected Funding Level for total project period $361,600

TARGET POPULATION:

The program's design encompasses participants from pre-school, elementary, secondary, institutions of higher education, adult and out of school youth and a separate component for the handicapped. Target's school population are the public and non-public students in the eleven county area of Southeastern Pennsylvania with special emphasis on 5th and 7th grades for the purposes of the demonstration project.

MAJOR OBJECTIVES:

1. To develop an interdisciplinary problem-solving curriculum in environmental education utilizing the natural and man-made facilities of the Nolde Forest State Park and surrounding communities.
2. To provide participants with an opportunity to demonstrate or apply practical solutions to environmental problems, utilizing the developed curriculum and site facilities of the project and the environmental facilities of their local community.
3. To provide educational, civic, social, industrial and governmental agencies with the opportunity to visit, to participate in or observe a model environmental program in action.

ACTIVITIES:

The Activities of the Center consist of environmental curriculum development, training of teaching personnel, organizations of local community task force, and the involvement of students in a "problem-solving approach in environmental education."

Pre-service and continuing in-service on-site orientation of curriculum, and facilities for public and private school teachers, higher education instructors, adult leaders of community organizations and teacher aides will be conducted by the project staff.

A systematic development of the environmental center facilities has been programmed by the Pennsylvania Department of Environmental Resources. Development of the Center's facilities includes mini and main environmental trails, teaching stations, classrooms, and an exhibit center to be constructed through the use of Pennsylvania Project 500 funds.

Curriculum construction will be developed simultaneously with the construction of site facilities. As site facilities become available, implementation of the constructed curriculum will begin.

Project Title: An Interdisciplinary Problem-Solving Approach in Environmental Education	**State Project Number** 71-7229 (306)

EVALUATION DESIGN:

To develop a curriculum in environmental education worthy of dissemination and a project site to serve as a model requires sufficient time to construct, pilot, evaluate, revise, re-pilot, evaluate, and disseminate. Considering that this project intends to develop an innovative curriculum approach based on a learning-by-doing problem-solving premise; that implementation must be geared into the phasing in of site facilities; that the true measurement of the project's impact lies in the action it generates from its participants, an estimated length of three years duration is needed to complete its objectives. The basic evaluation design is based upon satisfactory achievement of the project's objectives by the project staff and participants.

FINDINGS TO DATE:

The final report concerning the first year Demonstration Project showed a statistically significant growth in the over-all environmental knowledge and shift in the directions of a more positive attitude toward the environment among the experimental students participating in the first year Demonstration Project.

DISSEMINATION PLAN:

Since the primary area covers eleven counties, major reliance for dissemination is placed upon the General Advisory Council which has representation from the entire area. A communications sub-committee will promote the project by use of various publicity media. The project director, the staff of the L.E.A., Bureau of Parks also will publicize the project's progress and activities through conferences with school staffs, illustrated public lectures, publications. Liason with the Pennsylvania Department of Education, the United States Office of Education and environmental groups and agencies will be maintained through reports and conferences.

PROGRESS TOWARD ADOPTION:

In its second year.

Date completed or revised: 12/1/72	**Completed by:** Mr. Louis Ritrovato, Director	**Phone:**

Local Educational Agency Radnor School District
Address: Wayne, Pa. 19087
Project Director Gisha Berkowitz

State Project Number
71-7306 (306)

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Alternative Schools Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	4/71	6/72	300,000.00	1971	300,000.00
Cont.	7/72	6/73	250,000.00	1972	250,000.00
Cont.	7/73	6/74	200,000.00	1973	200,000.00
TOTAL			750,000.00		750,000.00

Proposed Termination Date 6/74

Projected Funding Level for total project period $750,000.00

TARGET POPULATION:

During its first year of operation, the project will serve approximately 300 students in grades 10, 11 and 12, who desire a learning environment different from that provided by the existing high schools. The project hopes to enroll a diverse student body; a small number of handicapped pupils will be included. Students residing in the six participating districts (Philadelphia, Abington, Cheltenham, Springfield-Montgomery, Radnor, and Lower Merion) will be able to apply; students will be drawn by lottery.

MAJOR OBJECTIVES:

The proposal established several objectives for all the group participating in the project: The University of Pennsylvania Graduate school of Education, which will assist in evaluation and staff development; the Department of Education of the Commonwealth, which has contributed support and suggestions; the school districts; the parents; the staff; and the students. Some of the major student objectives are: the student will achieve in the academic areas at a level equal to or better than students in existing schools; the students will have an improved self-image; the students will participate actively in the governance of the school; the students will have a more positive attitude toward school; the student will develop a greater awareness of social concerns.

ACTIVITIES:

The cooperating districts will jointly operate two alternative high schools, enrolling approximately 150 students in each. Each school will be staffed with a small group of certificated teachers who will evolve their own administrative and leadership patterns, supplemented with many part-time people and community volunteers. Curriculum will be developed by staff and students, with much emphasis placed upon learning in the community through work, volunteer service, and independent study. Parents will be deeply involved in developing policy and programs. The project will explore new approaches to school scheduling, new methods of instruction, and new types of course offerings, with the hope that methods found successful in the alternative schools will be adopted and modified by the larger existing schools.

EVALUATION DESIGN:

Evaluation will be of two types, formative and summative. The formative evaluation will take place primarily through close observation and reporting by on-site evaluators, who will observe instructional, administrative, and learning processes. The summative evaluation will draw upon standardized tests, attitude scales, and self-reporting questionnaires.

Project Title: Alternative Schools Project

State Project Number 71-7306 (306)

FINDINGS TO DATE:

No data available.

DISSEMINATION PLAN:

The project plans to conduct several kinds of dissemination activities; brochures describing the school will be distributed to the profession; visitors will be encouraged to observe the school at first-hand; special conferences will be held in the spring of the first year to discuss problems and progress. Students will be encouraged to take an active part in developing dissemination materials.

PROGRESS TOWARD ADOPTION:

As of the time of reporting (June 1971) staff and students had been selected.

Date completed or revised: 6/30/71

Completed by: Allan A. Glatthorn

Phone: (215) MU8-8100

Local Educational Agency	School District of Philadelphia	**State Project Number**
Address:	Philadelphia, Pennsylvania 19103	71-7602 (306)
Project Director	John Q. Benford	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Student Learning Center and Community Library Demonstration

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	5/25/71	6/30/72	300,000.00	1971	300,000.00
Cont.	5/25/71	6/30/72	124,900.00	1971	124,900.00
TOTAL			424,900.00		424,900.00

Proposed Termination Date Undetermined

Projected Funding Level for total project period Undetermined

TARGET POPULATION:

The target population includes students in grades K through 12 enrolled in public and parochial schools in the Christian Street and South Central Community, which is bounded by 24th Street, Lombard Street, 10th Street, and Wharton Street. Total student enrollment for school year 1971–72 is 9,100. The population is 86% black, .6% Spanish and 13.4% Caucasian. Approximately 66% of the students are from low income families (incomes of $3,000 or less).

The community, close to center-city Philadelphia, is an old, residential area of predominantly row houses, many of which are dilapidated. There are inadequate play areas, no public libraries, and very few recreation facilities.

MAJOR OBJECTIVES:

The major goal of the project is to bridge the gap between student learning and library requirements and the existing library resources through an innovative student learning and media center demonstration in one inner city neighborhood. Specifically, the objectives are to obtain

1. An increase in participants' vocabulary, reading comprehension, and library skills,
2. An increase in participants' use of libraries (number of visits, time spent in libraries and circulation of material),
3. An improvement in participants' attitudes toward reading and toward libraries.
4. An increase in parental knowledge about and use of library resources, and
5. An increase in the frequency of contacts between school librarians and teachers, and between school personnel and public library personnel.

ACTIVITIES:

Project activities during the current year will be devoted to development of a plan for the student learning and media center, preparation of the evaluation design, hiring staff for the center, preparation of the evaluation design, hiring staff for the center, design of specific project activities, acquisition of materials and equipment, and establishment of the center itself. The first priority for this funding period is the creation of a Joint Planning Board which will include representatives of the sponsoring institutions (the Philadelphia School System, the Archdiocesan School System, and the Free Library of Philadelphia) and of the community. It will function as a policy-making body for the center.

Project Title: Student Learning Center and Community Library Demonstration

State Project Number 71-7602

EVALUATION DESIGN:

The evaluation follows the guidelines set for special programs funded under Title III, Sec. 306, ESEA. The evaluation plan is related to the project objectives which are formulated in terms of product outcomes and operational processes.

The product outcomes of the student learning center involve changes in cognitive and affective areas such as basic skills, student library use, student attitudes, parental involvement, and interagency cooperation. Performance on these objectives will be measured by a variety of published tests and specially developed questionnaires. attitude surveys, and interview schedules. The study design varies for each objective. The data will be analyzed by means of statistical tests and other analytic procedures and project results will be reported to students, parents, community residents, local school officials, and the U.S.O.E.

The process evaluation is primarily designed to assure that all project plans are implemented and to provide timely information to project administrators about problem areas. Data will be collected by means of observation schedules. The collection of process data will be the responsibility of the Philadelphia Student Library Research Center and the results will be communicated to the student learning center staff and the Joint Planning Board.

FINDINGS TO DATE:

Not applicable: project began July 1, 1971.

DISSEMINATION PLAN:

Dissemination activities will utilize various media – radio, television, city and community newspapers, bulletins, meetings, conferences, workshops, reports and local community meetings. While efforts will be made to inform educators, librarians and others of the learning center's progress, dissemination efforts will be focused on developing an awareness and support for the project within the target community.

PROGRESS TOWARD ADOPTION:

Philadelphia's public, parochial, and private schools and The Free Library have supported the project since 1968 and are participating directly in the planning of the next phase. These organizations are represented on the project's Interagency Committee, and will be represented on the Joint Planning Board. The School District of Philadelphia has allocated $5,000 for materials to be used in the learning center, and the Free Library of Philadelphia has prepared an application for Library Service and Construction Act funds to cover building renovations and operation for the center.

Date completed or revised: 7/6/71 **Completed by:** John O. Benford **Phone:** (215) LO3-7223

Local Educational Agency	Northwest Tri-County Intermediate Unit	**State Project Number**
Address:	2911 State Street, Erie, Penn. 16508	5531 A-12
Project Director	John P. Jarvie	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: SCORE

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/68	6/30/69	194,575.00	1968	194,575.00
Cont.*	7/1/69	6/30/70	230,856.00	1969/70	302,532.00
Cont.	7/1/70	6/30/71	207,493.00	1971	237,475.00
Cont.	7/1/71	6/30/72	- 0 -	1971	31,000.00
Cont.	7/1/72	6/30/73	30,000.00	1971	30,000.00
TOTAL			662,924.00		795,582.00

Proposed Termination Date 6/30/72

Projected Funding Level for total project period $662,924.00

TARGET POPULATION:

The target population for Project SCORE encompasses approximately 4,000 teachers and 101,000 students in the public and private schools of northwestern Pennsylvania. This tri-county region falls within the service area of the Northwest Tri-County Intermediate Unit. There are currently seventeen school districts located in this area.

The area varies from rural to the urban city of Erie with some sophisticated suburban districts. It also includes pockets of poverty where school financing is extremely difficult. There are also areas of low population density where students must be transported long distances.

MAJOR OBJECTIVES:

The following are objectives of Project SCORE:

1. To provide as many teachers as possible with an opportunity to develop classroom projects in order to initiate curricular change on a local level.
2. To provide local school districts with an opportunity to initiate curricular change within their overall school program.
3. To disseminate appropriate information relative to classroom projects that will assist in providing for curriculum change on a local as well as regional level.
4. To cooperatively plan with any supporting agency, educational, cultural, or social, appropriate programs that will result in promoting educational change.

ACTIVITIES:

The activities necessary to meet the above listed objectives are:

1. To provide personal assistance to individuals and groups in the planning and implementation of mini/classroom projects.
2. To provide adequate consultant help as needed.
3. To assist individuals and/or groups in the evaluation of their projects.
4. To provide financial assistance that hopefully will ensure maximum success.
5. To disseminate appropriate results locally and in cooperation with the statewide network, Project RISE.

*Combines two six month grants

Project Title: SCORE	**State Project Number** 5531 A-12

EVALUATION DESIGN:

Evaluation for this project takes primarily two forms. Each mini-project is responsible for the evaluation of its specific objectives. In addition the project itself uses the four basic instruments in measuring project objectives. The questionnaires attempt to gather various persons reactions to the projects; specifically, the project participant, the building administrator, other classroom teachers, and the project staff.

FINDINGS TO DATE:

Mini/classroom projects have achieved a high degree of success based not only on the number of participants but on the quality of the individual projects. It has been pointed out that with a relatively small amount of funding, significant changes can occur within an individual classroom. It is also encouraging to note that the changes occur because the teacher desires this change. The project is strictly a grass roots effort. No attempt to initiate curricular change from the top down is exerted. Project staff, administrators, and other educators act primarily as support personnel to the mini-project teacher. Because of the high interest from teachers and the relatively small amount of funds used for each project, continuation at the local level of each mini-project or similar activity has a higher degree of success.

DISSEMINATION PLAN:

In addition to general speaking engagements concerning mini-projects, dissemination takes the form of a printed booklet describing the projects as well as various resources, physical or human, from which the reader could gain more information. Project RISE is included in all dissemination plans, primarily outside the tri-county area.

PROGRESS TOWARD ADOPTION:

It is anticipated that at the close of Project SCORE, enough teachers will have been reached to effectively initiate curricular change in their classroom, thus improving system-wide curriculum planning. Some local districts have suggested that if financially feasible they would set aside some funds for the funding of mini-projects within their school district. This is, in our opinion, a strong commitment, yet it further substantiates the fact that change will occur if teachers are given an opportunity and a few dollars to plan that change.

Date completed or revised: 5/1/73	**Completed by:** John P. Jarvie	**Phone:** 814 454-3851

Local Educational Agency Allegheny Intermediate Unit
Address: Two Allegheny Center
Project Director Dorothy Reinhart

State Project Number 321–(2)–G

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Student Self-Awareness Center

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	7/1/73	6/30/74	$52,000.00	73	$52,000.00
con't.	7/1/74	6/30/75	$73,711.93	74	$73,771.51
TOTAL					

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** $125,771.51

TARGET POPULATION:

This program serves students in grades 7–12 who require specialized assistance in identifying their needs, values, interests, and capabilities or who desire additional information in career or educational opportunities. Any 7–12 grade student in Allegheny County in either public or non-public schools who is referred to the Center by the home school counselor will be served. This program excludes the city of Pittsburgh.

MAJOR OBJECTIVES:

The major objectives of the project are: a) to expand students' awareness of their needs, attitudes, values, interests and abilities; b) to provide students with information about themselves and the world of work in order that they make realistic decisions regarding educational and career goals; c) to help students be more aware of how educational programs relate to their needs so that they will plan their course of study to satisfy those needs; d) to make administrators aware of the changing needs of students based on data collected at the Center; e) to collect, prepare and distribute information reflecting occupational, and educational conditions by creating a Career Resource Center.

ACTIVITIES:

The project during this year, using the talents and skills of the counselors, has endeavored to identify the individual needs of each student. Some tools used for this purpose are the Singer Vocational Evaluation System, that evaluates skills and aptitudes through simulated work experience carrels; various tests such as the Edwards Personal Preference Schedule, OVIS, DAT, GATB, and other specialized testing instruments; extensive audio-visual and written career and educational information; and counseling and evaluation sessions. The Center then sent all pertinent data to the district's counselor who provides follow-up activities based on the recommendations of the SSAC counselor. This insures continuity in the effects of the program. This service has already been used by 33 of the 46 school districts served by the AIU, a 71.7% usage rate. Other school districts are now considering using the Center.

The resources of the Career Resource Center which include filmstrips, tapes, film, books, indexes, college information, etc., have been made available to counselors and students to supplement existing school resource centers or serve as a primary source for those schools who do not have a career resource center. A clerk is on duty to assist these people.

Project Title: Student Self-Awareness	**State Project Number** 321–(2)–G

EVALUATION DESIGN:

In evaluating the project the Center used an evaluation form based on the Likert Scale. Each segment of the program (testing, information resource guide, evaluation reports) was rated by the school counselors who had referred students to the Center. Over 90% rated the services as effective or very effective and 97% reported they would continue to refer students to the Center. Student reaction was also positive. Counselors have reported definite attitudinal changes in some students.

FINDINGS TO DATE:

From evidence gleaned from evaluation reports it is apparent that we have been successful in initiating a much needed vocational testing and evaluation process that acquaints students with their aptitudes and interests and provides school counselors with meaningful information about their students. We have also brought to the awareness of schools and community the existence and value of our services. 80% of the students served rated our program as very worthwhile. To our knowledge no other program relying on voluntary district participation has achieved the percentage rate of usage which the Center enjoys (71.7% of the 46 school districts have used our services.)

DISSEMINATION PLAN:

Using extensive mailings of posters, flyers, pamphlets, and letters to all school districts served by the Center, three T.V. spots on local stations, word-of-mouth, and telephone conversations with counselors, administrators, parents, and students, the Center has become known and utilized. A vocational information guide was also sent to all school counselors indexing resources available at the Center. Evaluation information is available on request.

PROGRESS TOWARD ADOPTION:

The Center is becoming increasingly well-known and well-utilized by all school districts of the services offered here. The ground work has been laid for adoption of the program as a part of the permanent services offered the districts by the AIU through Pupil Personnel Services.

Date completed or revised: 12/18/74	**Completed by:** Dorothy Reinhart	**Phone:** 321–5700

GRANTEE INDEX

* Indicates new project not in PACE '73

Abington Heights School District . . . 72022, 74026G*
Allegheny I.U. #3 . . . 72079, 72105H, 73011, 73026, 74009*, 321-G
Allentown City School District . . . 71012, 71057H, 72013, 73008, 74027G*, 74059
Altoona Area School District . . . 71030, 74062G*
Annville-Cleona School District . . . 74035G*
Antietam School District . . . 74045G*
Appalachia I.U. #8 . . . 73004, 73024H
ARIN I.U. #28 . . . 73003, 74076*
Avella Area School District . . . 72056
Avon Grove School District . . . 71011, 73049*
Avonworth School District . . . 71028
Bald Eagle Area School District . . . 73036*
Baldwin Whitehall School District . . . 71042
Beaver Area School District . . . 71036
Bensalem Township School District . . . 73052*
Benton Area School District . . . 74051G*
Berks County I.U. #14 . . . 71040, 71-7229(306), 74025*
Berks Vocational Technical School . . . 74057H*
Bethlehem Area School District . . . 72062
BLaST I.U. #17 . . . 71021, 74056*
Brentwood Borough School District . . . 72018, 74034G*
Bristol Borough School District . . . 71031
Bristol Township School District . . . 74031G*
Brockway Area School District . . . 72031
Bucks County I.U. #22 . . . 74071*, 74075*
Butler Area School District . . . 71033
California Area School District . . . 71008, 72048, 72068, 72085
Canton Area School District . . . 71006
Capitol Area I.U. #15 . . . 74014G*
Carbon-Lehigh I.U. #21 . . . 71048, 74074*
Carlisle Area School District . . . 74011G*
Centennial School District . . . 72066
Center Area School District . . . 74018G*
Central Columbia School District . . . 72052
Central Dauphin School District . . . 71014H, 72044
Central Fulton School District . . . 73002
Central Greene School District . . . 71052
Central Susquehanna I.U. #16 . . . 71015, 72030, 72100, 73014, 73015H, 73016, 73046*, 74010G*, 74029H*
Chartiers Valley School District . . . 72055
Chester County I.U. #24 . . . 72042, 74023*, 74028H*, 74063*
Chester Upland School District . . . 72089, 73020
Churchill Area School District . . . 71024

GRANTEE INDEX (Continued)

Clairton City School District . . . 73005
Clarion Area School District . . . 71025
Clarion Manor I.U. #6 . . . 71032
Coatesville Area School District . . . 74066G*
Cocalico School District . . . 72036
Colonial Northampton I.U. #20 . . . 73051*
Conestoga Valley School District . . . 72069, 74017*
Connellsville Area School District . . . 72053, 74072*
Cumberland Valley School District . . . 72067
Dallas School District . . . 71044, 73044G*
Danville Area School District . . . 72090, 74050G*
Delaware County I.U. #25 . . . 74049G*
Eastern Lebanon County School District . . . 72005
East Penn School District . . . 72011
East Pennsboro Area School District . . . 74012G*
Ellwood City Area School District . . . 72037
Ephrata Area School District . . . 73039G*
Erie City School District . . . 72060, 73007, 73021, 74044G*
Fleetwood Area School District . . . 72024
Forbes Road School District . . . 73055*
Forest Hills School District . . . 72093
Fox Chapel Area School District . . . 71023
Franklin Area School District . . . 72065
Freedom Area School District . . . 73001
Gateway School District . . . 74033G*
Governor Mifflin School District . . . 72028
Greater Johnstown Area School District . . . 72040
Greater Latrobe School District . . . 72046
Greencastle Antrim School District . . . 71013
Greensburg Salem School District . . . 71039
Halifax Area School District . . . 71043
Harbor Creek School District . . . 72096
Harrisburg City School District . . . 72049, 72098, 73022, 74008G*, 74016H*
Haverford Township School District . . . 71034
Hazleton Area School District . . . 72063, 74007H*, 74067H*
Hempfield Area School District . . . 74013G*
Hollidaysburg Area School District . . . 72078, 73037*, 74064G*
Huntingdon Area School District . . . 72002, 72034
Iroquois School District . . . 74053G*
Jersey Shore Area School District . . . 71020
Kane Area School District . . . 73038*
Kiski Area School District . . . 73033*
Lampeter-Strasburg School District . . . 72061
Lancaster School District . . . 72104
Lancaster-Lebanon I.U. #13 . . . 71027, 71047, 73010, 74032*, 74058H*
Lewisburg Area School District . . . 71049, 71050, 73040*

GRANTEE INDEX (Continued)

Lincoln I.U. #12 . . . 71007
Line Mountain School District . . . 73030*
Loyalsock Township School District . . . 73054*
Luzerne I.U. #18 . . . 72012
Manheim Central School District . . . 72083
Manheim Township School District . . . 71026
Mars Area School District . . . 71056
McKeesport Area School District . . . 72009, 73032*, 74015G*
Methacton School District . . . 74037G*
Meyersdale Area School District . . . 73013
Midwestern I.U. #4 . . . 73017, 73034*, 74041*
Millcreek Township School District . . . 71038, 72091
Millersville EDC . . . 72008, 72106
Mohawk Area School District . . . 74046G*
Montgomery County I.U. #23 . . . 71-7155(306), 72020, 72021, 72075, 73023, 74001H*, 74002*, 74004H*, 74005H*, 74006H*
Mount Union Area School District . . . 72041
Nazareth Area School District . . . 72033
Neshaminy School District . . . 71017
New Castle Area School District . . . 72039
Newport School District . . . 73006
Norristown Area School District . . . 72092, 74038G*, 74039G*
North Allegheny School District . . . 73009, 74021G*, 74024*
Northeast Bradford School District . . . 71009, 72006
Northeastern Beaver County . . . 74069*
Northeastern Educational I.U. #19 . . . 72073, 73042*, 74054R*, 74065H*
Northern Lehigh School District . . . 74042G*
Northern Tioga School District . . . 73031*
Northern York County School District . . . 73043*
Northwest Tri-County I.U. #5 . . . 71003, 72102, 5531 A-12
Oxford Area School District . . . 73048*
Palisades School District . . . 71001
Parkland School District . . . 73047*, 74078*
Pen Argyl Area School District . . . 71016
Penncrest School District . . . 72101
Pennridge School District . . . 74070*
Pennsbury School District . . . 72077
Penns Valley Area School District . . . 72074
Perkiomen Valley School District . . . 72047
Peters Township School District . . . 71051
Philadelphia City School District . . . 71-7103(306), 71045, 71-7602(306), 71046, 71053, 71054, 71055, 72017, 72019, 72057, 72058, 72071, 72086, 72103, 73019, 74036G*, 74043*, 74073*, 74077*

GRANTEE INDEX (Continued)

Philipsburg-Osceola School District 72014, 74040*
Phoenixville Area School District 72023
Pittsburgh School District 72026, 72027, 72032, 72038, 72080, 72087, 72088H, 73025H
Port Allegany School District 72035
Punxsutawney Area School District 73035*
Radnor Township School District . . . . 71-7306(306), 74060*
Reading School District 72070
Redbank Valley School District 74048G*
Richland School District 74068G*, 74061*
Rochester Area School District 72064
Rose Tree Media School District 72107
Salisbury Township School District 73029*
Schuylkill I.U. #29 72084
Scranton City School District 73012
Seneca Highlands I.U. #9 . . . . 74020*
Shamokin Area School District 72007
Sharon City School District 71004H
Shikellamy School District 72043, 72095
Solanco School District 73027*
Somerset Area School District 72010
Southeast Delco School District 71018
Southern Tioga School District 72054
South Side Area School District 72081
State College Area School District 71029, 74022*, 74030G*
St. Marys Area School District 74052G*
Stroudsburg Area School District 71022
Sullivan County School District 73041*
Tamaqua Area School District 72094
Tredyffrin/Easttown School District 72025
Tunkhannock Area School District 72045
Tuscarora I.U. #11 72072
Tyrone Area School District 72059
University of Pennsylvania EDC 73018
Upper Dauphin Area School District 72004
Upper Perkiomen School District 72082
Warren County School District 71002
Washington School District 73053*, 74055G*
Waynesboro Area School District 72003
Wellsboro Area School District 73028*
West Allegheny School District 72050
West Chester Area School District 72029, 72051, 74047*
Western Wayne School District 72097
Westmoreland I.U. #7 72015
West Shore School District 73050*, 74003G*
Wilkinsburg Borough School District 74019G*
Williamsport Area School District 72016, 73045*
Wyalusing Area School District 72076
Wyomissing Area School District 72001

PROJECT TITLE INDEX ARRANGED BY INTERMEDIATE UNIT

*Indicates new project not found in PACE '73

Intermediate Unit #1
(Fayette, Green, Washington Counties)

Adaptive Secondary Education (Avella Area)	72056
Conn-Quest (Connellsville)	72053
Developing Career Images Through Guidance (Washington)	74055G*
Developing Functional District Curriculum Councils (California)	72085
Elementary Physical Education - Lifetime Sports (Connellsville)	740[illegible]2*
Individualized Instruction by Differentiated Staffing (California)	72048
The Open and Supportive School (California)	72068
Planning for New Experimental Thrust (California)	71008
Political Morality - An Experiment in Creativity (Peters Township)	71051
Project LIFE (Living Instruction for Ecology) Outdoor Classrooms (Central Greene)	71052
Urban Suburban Interdisciplinary Humanities-Based Project (Washington)	73053*

Pittsburgh-Mount Oliver I.U. #2
(Pittsburgh County)

Developing Individualized Instruction (Pittsburgh)	72087
Developing a K-5 Reading System (Pittsburgh)	72027
Disseminating the Free Learning Environment (Pittsburgh)	72080
IPI Demonstration School (Pittsburgh)	72038
Middle School Affective Education (Pittsburgh)	72032
Middle School Planning (Pittsburgh)	72026
Pennsylvania Accelerated School Success (II)(Pittsburgh)	73025H
Teacher-Trainer for Adapted Physical Education (Pittsburgh)	72088H

Allegheny I.U. #3
(Allegheny County)

Acquisition of Competence Through Affective Learning (Churchill Area)	71024
Affective Education Through Experiential Learning (North Allegheny)	73009
Affective Education Triangle (Gateway)	74033G*
Career Guidance Program, K-12 (Wilkinsburg Borough)	74019G*
Changing Teacher Attitude Through Self-Evaluation (Chartiers Valley)	72055
Communication: Environmental Living Through Language Arts (Clairton City)	73005
Counseling By Objectives (North Allegheny)	74021G*
DIOGENES (Developing Instructional Organization Geared to the Educational Needs of Every Student) (Avonworth)	71028
Environmental Transdisciplinary Involvement Program (Fox Chapel Area)	71023
Environmental Education: Theory and Practice (McKeesport)	72009
Filmstrip-Cassette Audio-Visual Equipment Demonstration (Allegheny I.U. #3)	72079
Guidance Self Study at Brentwood (Brentwood Borough)	74034G*
Individualized Middle School Program (Baldwin-Whitehall)	71042
Intensive In-Service Education for Teachers (Allegheny I.U. #3)	73011
Interdisciplinary Approach to Visual Communications (Brentwood Borough)	72018
Learning Disabilities Workshop for Administrators (Allegheny I.U. #3)	73026

PROJECT TITLE INDEX ARRANGED BY INTERMEDIATE UNIT (Continued)

Allegheny I.U. #3 (Continued)

(Allegheny County)

Lifetime Sports (North Allegheny)	74024*
Open Space - Team Teaching (West Allegheny)	72050
Practical Arithmetic and Job Exploration (Allegheny I.U. #3)	72105H
Responsible Citizenship Project (Allegheny I.U. #3)	74009*
Self Study of Counseling Services (McKeesport)	74015G*
Student Self-Awareness Center (Allegheny I.U. #3)	321-G
Teacher Renewal Center (McKeesport)	73032*

Midwestern I.U. #4

(Butler, Lawrence, Mercer Counties)

Educational Data Processing (Midwestern I.U. #4)	73034*
Humanizing Education (New Castle Area)	72039
Individualization of Mathematics Instruction (Ellwood Area)	72037
Mohawk Area Follow-Up Program (Mohawk Area)	74046G*
Multiple-Image and Sound Motivational Environments (Mars Area)	71056
Pilot: Elementary Faculty Self-Study (Midwestern I.U. #4)	73017
Planning Utilization of Educational Resources (Butler Area)	71033
School/Community Social Studies Consortium (Midwestern I.U. #4)	74041*
Triangular Attitude Development Project (Sharon City)	71004H

Northwest Tri-County I.U. #5

(Crawford, Erie, Warren Counties)

Comprehensive Career Development, K-12 (Iroquois)	74053G*
Concern (Millcreek Township)	71038
Erie Urban Network School Project (Erie City)	73021
Guidance Assessment - Initiation of a Systematic Program Management Procedure (Erie City)	74044G*
Learning Resources Aides (Erie City)	72060
Middle School Renewal Site (Erie City)	73007
Photography in Aesthetic - General Education (Harbor Creek)	72096
Pupil Profile Instrument (Warren County)	71002
QUIC (Northwest Tri-County I.U. #5)	71003
SCORE (Northwest Tri-County I.U. #5)	5531 A-12
Share (Millcreek Township)	72091
Student Centered Ecology Program (Penncrest)	72101
Teacher Education and Renewal Centers (Northwest Tri-County I.U. #5)	72102

Clarion Manor I.U. #6

(Clarion, Forest, Jefferson, Venango Counties)

Developing a Flexible Curriculum (Clarion Area)	71025
Developing a Flexible Mathematics Program (Punxsutawney)	73035*
Mini-Course Implemented Through Media (Brockway Area)	72031
Taking the Mountain to Mohammed (Clarion Manor I.U. #6)	71032
To Develop Career Guidance and Counseling (Redbank Valley)	74048G*
Utica Curriculum Renewal Project (Franklin Area)	72065

PROJECT TITLE INDEX ARRANGED BY INTERMEDIATE UNIT (Continued)

Westmoreland I.U. #7
(Westmoreland County)

A Naturalistic, Student-Centered Communications Program (Kiski Area)	73033*
Conflict Resolution in Contemporary Society (Greensburg Salem)	71039
Greater Latrobe School District Open Space Project (Greater Latrobe)	72046
Science Leadership (Westmoreland I.U. #7)	72015
Vocational Decision Making Program (Hempfield Area)	74013G*

Appalachia I.U. #8
(Bedford, Blair, Cambria, Somerset Counties)

Altoona Area Independent Learning Experience (Altoona Area)	71030
Articulation: Early Identification and Treatment (Appalachia I.U. #8)	73024H
Career Education Guidance Project (Altoona Area)	74062G*
Career Multi-Media Center (Richland)	74068G*
Curriculum Development for Responsibility (Forest Hills)	72093
Curriculum Mini Grants (Appalachia I.U. #8)	73004
Early Identification and Prevention of Reading Failure (Hollidaysburg Area)	73037*
Humanistic Approach to Individualized Instruction (Somerset Area)	72010
Lifetime Sports - A Reality (Richland)	74061*
Model Learning Disabilities Program (Tyrone Area)	72059
Open Concept Training - Continual Process (Meyersdale Area)	73013
Simulated Work Experience Program (Hollidaysburg Area)	74064G*
Total Involvement in Ecological Education (Hollidaysburg Area)	72078
Touring Tellers of Tales (Greater Johnstown Area)	72040

Seneca Highlands I.U. #9
(Cameron, Elk, McKean, Potter Counties)

Expanding Career Awareness - 6 through 12 (St. Marys Area)	74052G*
Installation of Open Elementary Education (Port Allegany)	72035
Rural Education Data Processing System (Seneca Highlands I.U. #9)	74020*
School and Community Career Guidance (Kane Area)	73038*

Central I.U. #10
(Centre, Clearfield, Clinton Counties)

Alternative Year-Round Secondary Program (State College Area)	74022*
Enrichment Program on Area's Natural Resources (Philipsburg-Osceola Area)	72014
Environmental and Outdoors Studies Program (Bald Eagle Area)	73036*
Guidance Skills Workshop (State College Area)	74030G*
Penns Valley Community Environmental Center (Penns Valley Area)	72074
State College Environmental Education Program (State College Area)	71029
Teacher Role Development (Philipsburg-Osceola Area)	74040*

Tuscarora I.U. #11
(Fulton, Juniata, Huntingdon, Mifflin Counties)

A Pre-School Coping Curriculum (Central Fulton)	73002
Development -- Middle School Unified Arts Curriculum (Huntingdon Area)	72034
Development -- Non-Graded Activity-Oriented Curriculum (Huntingdon Area)	72002
Mathematics Program for Educable Mentally Retarded (Tuscarora I.U. #11)	72072
Open-Ended Early Childhood Education (Forbes Road)	73055*
Social Studies Curriculum Inservice Project (Mount Union Area)	72041

PROJECT TITLE INDEX ARRANGED BY INTERMEDIATE UNIT (Continued)

Lincoln I.U. #12

(Adams, Franklin, York Counties)

Instructional Improvement Through Self-Analysis (Waynesboro Area)	72003
Tayamentasachta - Center for Environmental Studies (Greencastle-Antrim)	71013
Vocational Development for Handicapped Students (Lincoln I.U. #12)	71007

Lancaster-Lebanon I.U. #13

(Lancaster, Lebanon Counties)

Comprehensive Hearing Impairment and Language Development Program (Lancaster-Lebanon I.U. #13)	71047
Comprehensive Self-Study (Ephrata Area)	73039G*
Educational Data Processing 13 (EDP-13) (Lancaster-Lebanon I.U. #13)	71027
Educational Opportunities for Bilinguals (Lancaster-Lebanon I.U. #13)	73010
Environmental Awareness (Millersville EDC)	72106
Involvement for Action (Eastern Lebanon County)	72005
Middle School Opportunities Classes (Manheim Township)	71026
Mini-Course Media Center Development Project (Lampeter-Strasburg)	72061
Open Education Teacher Inservice (Solanco)	73027*
Open Space Concept (Millersville EDC)	72008
Open Space Utilizing Traditional Building - Sporting Hill (Manheim Central)	72083
Project CHILD-ELFA (Children with Hearing Impairment and/or Language Delay) (Lancaster-Lebanon I.U. #13)	74058H*
Rural Education Advancement Project (Cocalico)	72036
Rx Curriculum Uplift (Conestoga Valley)	72069
Self Concepts/Career Resource Center (SCCAC) (Conestoga Valley)	74017*
Testing and Evaluation for Bilinguals (TEB) (Lancaster-Lebanon I.U. #13)	74032*
The Individual and His/Her Future (Annville-Cleona)	74035G*
Upgrading Urban Education (Lancaster)	72104

Berks County I.U. #14

(Berks County)

Affective Guidance in the Classroom (Stony Creek Middle Sch-Antietam)	74045G*
An Interdisciplinary Problem-Solving Approach in Environmental Education (Berks Co. I.U. #14)	71-7229(306)
Arts in Education Program (Berks Co. I.U. #14)	74025*
Curriculum for Open Plan Schools (Fleetwood Area)	72024
Governor Mifflin Intermediate School Project (Governor Mifflin)	72028
Modified ESL - Bilingual Program (Reading)	72070
Supplemental Instructional Multi-Mediate Curriculum Approach (Berks Co. I.U.)	71040
The Leap Program (Berks Vocational-Technical School)	74057H*
Wyomissing Area Middle School (Wyomissing Area)	72001

Capital Area I.U. #15

(Cumberland, Dauphin, Perry, York Counties)

Comprehensive Education for Socially and Emotionally Disturbed Children (Harrisburg City)	74016H*
Comprehensive Guidance Inservice Center (Capitol Area I.U. #15)	74014G*
Counseling and Guidance: Status and Needs (West Shore)	74003G*
Crossover Aid to Children With Handicaps (Central Dauphin)	71014H
Halifax Language Arts Program (Halifax Area)	71043
Harrisburg Urban Teacher Project (Harrisburg City)	73022

PROJECT TITLE INDEX ARRANGED BY INTERMEDIATE UNIT (Continued)

Capital Area I.U. #15 (Continued)

(Cumberland, Dauphin, Perry, York Counties)

Individually Prescribed Reading, Middle School (Harrisburg City)	72049
Initial-Transitional Elementary Supportive Services (Carlisle Area)	74011G*
Middle School Staff Development (Upper Dauphin Area)	72004
Primary Measures to Assure Success (Northern York County)	73043*
Pupil Services Program Evaluation and Development (West Shore)	73050*
Riverside Center for the Arts (Harrisburg City)	72098
S.E.A.R.C.H. Program (Central Dauphin)	72044
Sequentially Developed Career Awareness Program (East Pennsboro Area)	74012G*
Successful Counseling for the Middle School (Harrisburg City)	74008G*
The School, The Swimming Pool, The Community (Cumberland Valley)	72067
3 R's - Raise Rural Reading (Newport)	73006

Central Susquehanna I.U. #16

(Columbia, Montour, Northumberland, Snyder, Union Counties)

Career Development Guide Field Testing (Central Susquehanna I.U. #16)	74010G*
Competency-Based Certificate II Program Approval (Cent. Susquehanna I.U.)	72030
Comprehensive Home-School Guidance Program (Lewisburg Area)	71050
Curriculum Analysis and Design for Open Space (Danville Area)	72090
Developing Teacher Accountability for Instruction (Shamokin Area)	72007
Elementary Guidance for Rural Students (Benton Area)	74051G*
Facilitating Remediation through Guidance Services (Danville Area)	74050G*
Governor's Art School for the Handicapped (Central Susquehanna I.U. #16)	73015H
Home-School Early Childhood Program (Central Susquehanna I.U. #16)	72100
Identification of Preschool Handicapped Children (Cent. Susquehanna I.U.)	73014
Individualizing the Mathematics Curriculum, K-12 (Line Mountain)	73030*
Innovations in Guidance Programs/Practices (Central Susquehanna I.U. #16)	73046*
Inservice Humanistic Elementary Guidance Orientation (Lewisburg Area)	73040*
Localized Textbooks for Elementary Schools (Lewisburg Area)	71049
Modification of Children's Oral Language (Central Susquehanna I.U. #16)	71015
Non-Graded Individualized Reading Program (Shikellamy)	72043
Project for Hearing Impaired Children (Central Susquehanna I.U. #16)	74029H*
Regional Diagnostic/Instructional Reading Norms (Central Columbia)	72052
Shikellamy Environmental Education Program (Shikellamy)	72095
System for Information Retrieval of Educational Data (Cent. Susquehanna I.U.)	73016

BLaST I.U. #17

(Bradford, Lycoming, Sullivan, Tioga Counties)

A Topical Inquiry Science Approach (Sullivan County)	73041*
A.B.C.D. (Activity Based Curriculum Development) (Northeast Bradford)	72006
Current Affairs and Pupil Participation (BLaST I.U. #17)	71021
Curriculum Adaptation through ETV (Canton Area)	71006
Curriculum Development in Language Arts (Wyalusing Area)	72076
Educational Catchup for Rural Youth (Northeast Bradford)	71009
Idea, Process, and Skills Shop (Williamsport Area)	72016
Instructional Materials from Local Resources (Wellsboro Area)	73028*
Learning Revival through Teacher Renascence (BLaST I.U. #17)	74056*
Multi-Ability Level Trimester Curriculum (Northern Tioga)	73031*
Open Education in Williamsport (Williamsport Area)	73045*

PROJECT TITLE INDEX ARRANGED BY INTERMEDIATE UNIT (Continued)

BLaST I.U. #17 (Continued)

(Bradford, Lycoming, Sullivan, Tioga Counties)

Project Unity Through Music (Southern Tioga)	72054
Self-Awareness Leads to Career Development (Loyalsock Township)	73054*
Social Studies "Mini-Courses" (Jersey Shore Area)	71020

Luzerne I.U. #18

(Luzerne, Wyoming Counties)

Dallas - Team Approach to Language Experience (D-Tale) (Dallas)	71044
Group Counseling and Consultation: Process, Practicum & Program (Dallas)	73044G*
Individualized Language Arts - Team Teaching (Tunkhannock Area)	72045
Learning Models for Institutionalized Children (Luzerne I.U. #18)	72012
Pre-School Innovative Language Learning (PILL) (Hazleton Area)	74067H*
Social Mainstream for Trainables (Hazleton Area)	74007H*
Tomorrow at the Crossroads (Hazleton Area)	72063

Northeastern Educational I.U. #19

(Lackawanna, Susquehanna, Wayne, Wyoming Counties)

Bridging the Reading Gap (Western Wayne)	72097
Individualized Guided Education: Consortium Program (NE Educ. I.U. #19)	73042*
Pennsylvania Accelerated School Success (PASS) (NE Educ. I.U. #19)	72073
Pennsylvania Special Computational Skills (NE Educ. I.U. #19)	74065H*
Staff Orientation to Middle School (Abington Heights)	72022
Staff-Program Development of West Scranton Middle School (Scranton City)	73012
Statewide Mobile Nuclear Science Program (NE Educ. I.U. #19)	74054*
Implementing K-8 Model Guidance Program (Abington Heights)	74026G*

Colonial Northampton I.U. #20

(Monroe, Northampton, Pike Counties)

Aesthetic Education Program, Phase II (Bethlehem Area)	72062
Individualization in an Open Concept School (Pen Argyl Area)	71016
Language Arts - K-1 Style (Stroudsburg Area)	71022
Orientation/Training/Extending Nongraded-Open Space (Nazareth Area)	72033
Sites for Environmental Education Development (SEED) (Colonial Northampton I.U. #19)	73051*

Carbon-Lehigh I.U. #21

(Carbon, Lehigh Counties)

A Human Development Program (Allentown City)	74027G*
Carbon-Lehigh Intermediate Unit Mini-Projects (Carbon-Lehigh I.U. #21)	71048
Centros Bilingues para Aprender Matematicas y Ciencia - Bilingual Math-Science Learning Centers (Allentown City)	74059*
Developing the Three R's of Environmental Education (Research, Relationship and Responsibility) (Parkland)	74078*
Northern Lehigh Guidance Self-Study (Northern Lehigh)	74042G*
Planning An Open Community School (Allentown City)	73008
Program for Family Life Education (Allentown City)	71012
Project Triangle for Special Education (Allentown City)	71057H
Re-Education of Teachers for an Open Space School (East Penn)	72011
Related Arts in Education (Carbon-Lehigh I.U. #21)	74074*
Serving the Culturally Different Pupil (Allentown City)	72013
Teacher Preparation for Open Education (Salisbury Township)	73029*
Pupil Emphasis on Teaching Techniques (Parkland)	73047*

PROJECT TITLE INDEX ARRANGED BY INTERMEDIATE UNIT (Continued)

Bucks County I.U. #22

(Bucks County)

A British Primary for Bilingual Education (Bristol Borough)	71031
A Guidance Program Management System (Bristol Township)	74031G*
Adaptive Program in Open Space Education (Neshaminy)	71017
Cooperative Planning for a Flexible School Year (Pennsbury)	72077
Education Projects Through Mini Grants (Bucks County I.U. #22)	74071*
Model for Alternative Teaching Strategies (Pennridge)	74070*
Responsive Individualized School Schemes (RISS) (Centennial)	72066
Staff Development-Instructional Improvement in Secondary Reading (Bucks County I.U. #22)	74075*
Student Aspects of Organizational Change (Bensalem Township)	73052*
Student-Centered Innovations Project (Palisades)	71001

Montgomery County I.U. #23

(Montgomery County)

A Model for TMR Employment (Montgomery County I.U. #23)	74001H*
Counseling Cooperative, School Community Project (Norristown Area)	74039G*
Curricular Development of Secondary Learning Disabilities (Mont.Co. I.U.)	74006H*
Curricular Reorganization of TMR Classes (Montgomery County I.U. #23)	72021
Exploring Affective Education (Norristown Area)	74038G*
HELP (Humanizing the Elementary Level Program) (Methacton)	74037G*
Language Training for Trainable Mentally Retarded (Mont. Co. I.U. #23)	72020
Open Education Staff-Student Development (Upper Perkiomen)	72082
Parent Training-Speech, Language & Hearing (Mont. Co. I.U. #23)	74004H*
Pennsylvania Accelerated School Success (Montgomery County I.U. #23)	74005H*
Pennsylvania Resources and Information Center for Special Education (PRISE) (Montgomery County I.U. #23)	73023
Project KARE (Knowledgeable Action to Restore our Environment) (Montgomery County I.U. #23)	71-7155(306)
Redirection of Teachers' Role in Education (Perkiomen Valley)	72047
Resources in Support of Education (R.I.S.E.) (Montgomery County I.U.#23)	74002*
Second Chance School (Norristown Area)	72092
Special Education Student Information Network(SESIN)(Mont.Co. I.U. #23)	72075

Chester County I.U. #24

(Chester County)

Avon Grove Guidance Self-Study (Avon Grove)	73049*
Bilingual Classes-Physically/Mentally Handicapped (Chester Co. I.U.#24)	74028H*
Bilingual/ESL Pre-Vocational Program (West Chester Area)	74047*
Career Exploration Program (Pilot Project) (Chester County I.U. #24)	72042
Coping Curriculum for Fours and Fives (Avon Grove)	71011
Developmental Learning Centers for Pre-Schoolers (Oxford Area)	73048*
Focus on Broadening Instructional Opportunities (Chester Co. I.U. #24)	74063*
Focus on Student/Staff Self Development(K-8) (Coatesville Area)	74066G*
Improving the Self Concept of Adolescent, Neglected Girls as a Way of Increasing their Study Skills (West Chester Area)	72029
Language Experience at Paoli (LEAP) (Tredyffrin/Easttown)	72025
Project Learn (Phoenixville Area)	72023
S.E.L.E.C.T. (Chester County I.U. #24)	74023*
The Cognitively Oriented Prekindergarten (West Chester EDC)	72051

PROJECT TITLE INDEX ARRANGED BY INTERMEDIATE UNIT (Continued)

Delaware County I.U. #25
(Delaware County)

Alternative Schools Project (Radnor)	71-7306(306)
Career Development: Focus on Curriculum (Delaware County I.U. #25)	74049G*
Development: Instructional Packages for Science, Nature and the Survival of Man (Rose Tree Media)	72107
Environmental Studies (Radnor)	74060*
Humanizing School Programs Through Inservice (Chester Upland)	73020
Individualization: Gateway to Self-Direction (Chester Upland)	72089
Kindergarten Operation Booster (KOB) (Southeast Delco)	71018
Transition: Conventional to Open Space (Haverford Township)	71034

Philadelphia I.U. #26
(Philadelphia County)

A Self-Evaluation Model for Standard Schools (Penn-EDC)	73018
Alternative School Grants (Philadelphia)	72103
Classrooms for Multiple Handicapped Children (Philadelphia)	72071
Comprehensive Early Childhood Education Network (Philadelphia)	71-7103(306)
Computer Assisted and Managed Reading Centers (Philadelphia)	74077*
Consumer Education (Philadelphia)	71045
Dual Audio Television (Philadelphia)	72086
Joint Public-Parochial Planning Councils (Philadelphia)	72058
Joint System Social Studies Program (Philadelphia)	72017
Leadership Development Through School Resources (Philadelphia)	71053
Philadelphia Urban Education Network Project (Philadelphia)	73019
R.I.T.E. - Reading Improvement through Teacher Education (Philadelphia)	72019
Room to Grow (Philadelphia)	74073*
Samson L. Freedman School of Humanities (Philadelphia)	72057
School for All Ages (Philadelphia)	74043*
Secondary School Counselors - Staff Development (Philadelphia)	74036G*
Secondary School Renewal (Philadelphia)	71046
Student Learning Center and Community Library Demonstration (Phila.)	71-7602(306)
Students Concerned with Public Health (Philadelphia)	71054
Tioga Specialized Learning Center (Philadelphia)	71055

Beaver Valley I.U. #27
(Beaver County)

Career Exploration 10-12 (Center Area)	74018G*
Changing Values Through Law Education (Northeastern Beaver County)	74069*
Interest Developed through Educational Awareness(IDEA) (Freedom Area)	73001
Open Space Non-Gradedness (South Side Area)	72081
Rochester Three Plus System (Rochester Area)	72064
Schools Without Failure (Beaver Area)	71036

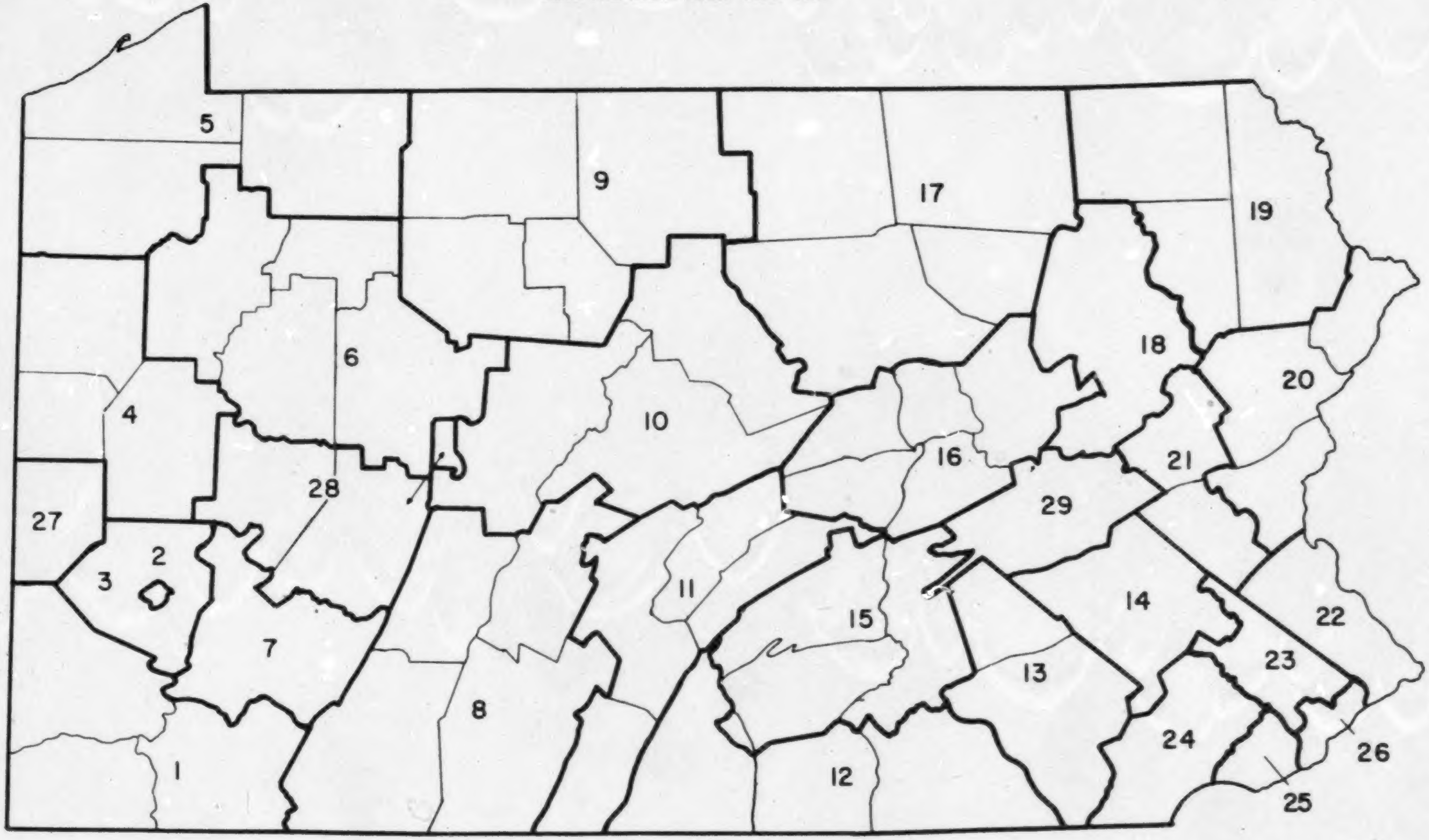
ARIN I.U. #28
(Armstrong, Indiana Counties)

Cooperative Development of Children's Creative Potential (ARIN I.U. #28)	73003
Curriculum Mini-Grants (ARIN I.U. #28)	74076*

Schuylkill I.U. #29
(Schuylkill County)

Communication Arts Curriculum (Tamaqua Area)	72094
Instructional Television for Experiential Learning (Schuylkill I.U. #29)	72084

INTERMEDIATE UNITS
AS ENACTED BY THE PENNSYLVANIA LEGISLATURE
HOUSE BILL 40–ACT 102
SENATE BILL 1225–ACT 103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21
28
29
27
2
3
11
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22
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13
23
8
24
26
1
12
25

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Action Programs (Community)	71-7155(306)	71-7155(306)		71-7155(306)	71-7155(306)	
Activity Learning	72006 72051	72006 72034	72034	72006 72034 73033	72006	
Adjustment (To Environment)	71011					
Administrator Education						73026
Adult Education Programs	74043	74043	74043	74043	74043	74043
Adult Reading Programs					72023	
Affective Behavior	71023 71024	71023 71024 71026	71024 71026	71024 71026	71024	
Affective Objectives	74039G	74039G		73009	73009	74038G
Age Differences	74043	74043	74043	74043	74043	74043
Agression					71055	
Alternative Programs	73052	73052			74022	
Alternative Schools			72066 72103	72066 72103	72066 72103	
Arithmetic	74065H	74065G	74065H	74065H	74065H	
Art Activities	73015H	73015H	73015H	73015H	73015H	
Art Appreciation	74074	74074	74074	74074	74074	
Art Education	73015H	72096 72098 73015H		72096 72098 73015H	72096 72098 73015H	72096 72098 74025
Articulation (Speech)	73024H 73025H	73024H 73025H				
Arts Centers	74074	72098 74074	72098 74074	72098 74074	72098 74074	72098
Athletic Activities		74061	74061	74061	74061	
Attitudes	71004H	71004H	71004H			
Audiolingual Methods		72086				
Audiovisual Aids	72079	72021 72079	72021	72079	72079	72079
Audiovisual Instruction	72003	72003 72005	72003 72005	72003 72005	72003	
Aurally Handicapped	71047 74029H 74058H	71047 74029H 74058H	71047 74029H 74058H	71047 74029H 74058H	71047 74029H 74058H	71047 74004H
Basic Reading		72019	72019			

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Beginning Reading	72027	72027	72027			
Behavior Change	74028H	74028H	74028H	74028H	71055 74028H	74038G
Bilingual Education SN Encouragement of bilingualism through the teaching of regular school courses in both the national language and a second language	73020	71031 73020				
Bilingual Students	73010 74028H 74032 74059	73010 74028H 74032 74059	73010 74028H 74032 74059	73010 74028H 74032 74059	73010 74028H 74032 74059	
Career Choice	74012G	74012G	74012G 74068G	74012G 74068G	74012G	
Career Education	73038 74010G 74035G 74049G 74051G 74062G 74073	73038 74010G 74035G 74049G 74051G 74062G 74073	73038 74008G 74010G 321G 74035G 74049G 74051G 74052G 74055G 74062G 74073	73038 74008G 74010G 321G 74048G 74049G 74052G 74057H 74062G	73038 74010G 321G 74048G 74049G 74052G 74062G	73038
Career Opportunities			72103	72042 72103	72042 72103	
Career Planning	74019G	74019G	74019G	73009 74019G	73009 74019G	
Citizen Participation		71051	71051	71051	71051	
Citizenship	74069	74069	74069	74069	74069	
Citizenship Responsibility	74060	74060	74060			74009
Clearinghouses						74014G
Cocurricular Activities			73001	73001	73001	
Cognitive Development	72051					
College-School Cooperation		72047 72065 73007	72047 72065 73007	72047 73007		72102 73007
Commercial Art		72096		72096	72096	72096
Communication Skills (Thought Transfer)	73002 73016	73016	73016	73016 73033	73016	73016 74038G
Community Agencies			72103	72103	72103	
Community Cooperation	74019G 74039G 74042G	74019G 74039G 74042G	74019G 74042G	74019G 74042G	74019G 74042G	

SUBJECT INDEX BY PROJECT NUMBER

Descripton	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Community Health		71054 72063	71054 72063	72063	72063	
Community Involvement	74011G	74011G				
Community Recreation Programs	72067	72067	72067	72067	72067	
Community Resources				73009 74041 74048G	73009 73028 74041 74048G	
Community Service Programs					74022	
Community Support		74064G	74064G			73022
Comparative Analysis	72039	72039	72039			
Computer Oriented Programs	73034	73034 74077	73034 74077	73034	73034	
Computers	74020	74020	74020	74020	74020	
Conflict Resolution				71039	71039	
Consumer Education						71045
Continuous Learning	73013	73013	73013			
Continuous Progress Plan	72002 72050 72064	72002 72050 72064	71042 72002 72050 72064	71042 72064	72064	
Cooperative Planning	72058	72058	72058	72058	72058	
Counseling	74031G	74031G	74031G	74031G	74031G	
Counseling Effectiveness				74044G	74044G	
Counseling Instructional Programs	74030G	74030G	74030G	74030G	74030G	
Counseling Programs	73044G 74003G 74011G	73044G 74003G 74011G	73044G 74003G	73044G 74003G	73044G 74003G	
Counseling Services			74052G	74052G	74052G	74036G
Counselor Role	74042G	74042G	74042G	74042G	74042G	
Counselor Training	74050G	74050G	74050G	74050G	74050G	
Counselors						73046
Creative Development		73003	73003			
Creative Teaching		73003	73003			
Criterion Referenced Tests SN Any test designed and constructed according to explicit rules linking an individual performance to behavioral referents.	72052	71051 72052	71051 72052	71051 72052	71051 72052	

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Cultural Awareness		72013			72013	
Cultural Enrichment	72062	72062	72062	72062	72062	
Cultural Exchange		72017 72057	72017 72057	72017 72057	72017	
Current Events					71021	
Curriculum Design	73021 73054	73021 73054	73021 73054	73021 73054	73054	73021 73054
Curriculum Development	72006 73004	72006 72093 73004	71033 72006 72076 72093 73004	71033 71039 72006 72076 72093 73004	71033 71039 72006 72093 72094 73004	71048 73004 73022 74046G 74071
Curriculum Evaluation	72090 74076	72090 74076	72090 74076	72090 74076	74076	
Curriculum Guides					74006H	
Curriculum Planning	72085	72085	72085	72085	72085	72085
Curriculum Research	74063 74076	74063 74076	74063 74076	74063 74076	74063 74076	74063
Data Bases	71002 71003 73016	71002 71003 73016	71002 71003 73016	71002 71003 73016	71002 71003 73016	71003 73016
Data Processing	71027 73034 74020	71027 73034 74020	71027 73034 74020	71027 73034 74020	71027 73034 74020	
Decision Making	74066G	73029 74066G	74066G			
Decision Making Skills				73009	73009	
Democratic Values	74069	74069	74069	74069	74069	
Demonstration Programs	74049G	72026 74049G	72026 74049G	72026 74049G	74049G	72008
Developmental Reading	72052	72052	72052	72052	72052	
Diagnostic Teaching	72059 73043	72059 73042 73043				
Differentiated Staffs	72027 72048 72064 73021	72027 72048 72064 72087 73021	72027 72048 72064 72087 73021	72048 72064 73021	72048 72064	73021
Dropout Prevention				73031	73031	
Early Childhood Education	71011 72100					72008

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Early Reading		73037				
Ecology	72078 72095	72074 72078 72095 72106	72074 72078 72095 72106 73005	72078 72095 72101 72106 73005	72078 72095 72101 72106 73005	
Economic Factors	72048	72048	72048	72048	72048	
Educable Mentally Handicapped	74028H 74065H	72072 72105H 74028H 74065H	72072 74028H 74065H	72105H 74028H 74065H	72105H 74028H 74065H	
Educational Change	74063	73007 74063	73007 74063	73007 74063	74063	73007 73012 73045 74063
Educational Development	71036	71036	71036 71046	71046	71-7306(306) 71046	
Educational Improvement		72104	72104	72104		
Educational Innovation	71028	71028 72093	71028 72093	71028 72093	71028 72093	
Educational Needs	73004	73004	73004	73004	73004	73004
Educational Opportunities	73015H	73015H	73015H	73015H	73015H	
Educational Quality Assessment	74070	74070	74070	74070	74070	74009
Educational Resources						74002
Educational Strategies	71028	71028	71028	71028	71028	
Educational Television	71006	71006	71006	71006	71006	
Elementary School Counseling	74035G	74035G	74035G			
Elementary School Guidance	74051G	74051G	74051G			
Elementary School Mathematics						73035
Elementary School Students	74072	71054 74072	71054			72007
Elementary School Teachers						73017
Elementary Schools		73042				
Elementary Science		73041				
Employment Opportunities	73038 74073	73038 74073	73038 74073	73038	73038	73038
Emotional Development		74037G	74037G			
Emotionally Disturbed Children	74016H	74016H	74016H	74016H	74016H	

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
English (Second Language) SN Non-English speaking students learning English as a second or foreign language.	72070 73010 74032	72013 72070 73010 74032	72070 73010 74032	73010 74032	73013 73010 74032 74047	
Environmental Education	71-7155(306) 71-7229(306) 71023 71029 72095 73036 74060 74078	71-7155(306) 71-7229(306) 71013 71023 71029 72095 73036 73051 74060 74078	71029 72095 73005 73036 73051 74060 74078	71-7155(306) 71-7229(306) 71013 71029 72014 72095 73005 73036 73051 74078	71013 71029 72014 72095 72101 73005 71-7229(306) 71-7115(306) 73036 73051 74078	71013 71-7229(306)
Evaluation Methods	74003G	74003G	74003G	74003G	74003G	
Exceptional Child	74029H	74029H	74029H	74029H	74029H	
Extended School Year			71033	71033	71033	
Faculty Evaluation						73017
Failure Factors	72039	72039	72039			
Family Life Education	71012	71012	71012	71012	71017	
Family-School Relationship	71050	71050		71050	71050	
Feedback						73017
Fine Arts	72062	72062	72062	72062	72062 72094	
Flexible Classrooms	73006	73006	73006			
Flexible Facilities		73047				
Flexible Schedules	72036	72036	72036 72053 72063	72053 72063	72061 72063	
Flexible Scheduling		73047				
Graduate Surveys						74046G
Graphic Arts		72096	72096	72096	72096	72096
Group Guidance	73044G	73044G	73044G	73044G	73044G	
Guidance Objectives	73039G 74015G	73039G 74015G	73039G 74015G	73039G 74015G	73039G 73049 74015G	73046
Guidance Programs	74015G 73039G 74019G 74026G 74031G 74039G 74042G 74050G	74015G 73039G 74019G 74026G 74031G 74034G 74039G 74042G 74050G	74015G 73039G 74019G 74026G 74031G 74034G 74042G 74050G	74015G 73039G 74019G 74026G 74031G 74034G 74042G 74050G	74015G 73039G 74019G 74026G 74031G 74034G 74042G 74050G	73046 74014G

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Guidance Services	73050 74003G	73050 74003G	73050 74003G	73050 74003G 74044G	73050 74003G 74044G	
Handicap Detection	73014 74058H	74058H	74058H	74058H	74058H	
Handicapped						73023
Handicapped Children	71057H 73014	71057H	71057H	71057H	71057H	
Handicapped Students	71007 73015H	71007 72017 73015H	71007 72017 73015H	71007 72027 73015H		
Health Education		71054	71054			
Hearing Therapy	71047	71047	71047	71047	71047	71047
Heterogeneous Grouping			72041	72041	72041	
Human Geography		72009	72009			
Humanism		72010	72010			
Humanistic Approach	73040	73040				
Humanistic Education			73053	73053		
Humanization	73006 73019 73020 73021	73006 73019 73020 73021 74037G	73006 73019 73021 74037G	73021		73021 73012 74056
Independent Study	73013	71016 72083 73013	71016 72083 73013		71030 73028	
Individual Counseling	73044G	73044G	73044G	73044G	73044G	
Individualized Curriculum		72034	72034	72034		
Individualized Instruction SN Adapting instruction to individual needs within the group	71003 71025 72035 72048 73021 73030 73054	71003 72025 72038 72047 72048 72065 72087 73021 73030 73054	71003 71016 71025 71033 72005 72010 72035 72038 72048 72053 72063 72065 72066 72087 73021 73030 73054	71003 71033 72005 72048 72053 72063 72066 72091 73021 73030 73054	71003 71033 72048 72056 72063 72066 72091 73030 73054	71003 71045 73021

SUBJECT INDEX BY PROJECT NUMBER

Descripton	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Individualized Learning	73011	72037 73011	72037 73011	73011	73011	73011
Individualized Programs	73020	72089 73020	72089	72089 72091	72091	
Individualized Reading	71025 72027 72043	71025 72027 72043 72049	71025 72027 72043 72049	72043 72049	72023	
Industrial Arts			72018	72018	72018	
Information Centers						73023
Information Dissemination	71-7103(306) 72079	71-7103(306) 72079		72079	72079	71048 72079 73023 74001-H 74002
Information Networks	72075	72075	72075	72075	72075	74002
Information Retrieval	73016	73016	73016	73016	73016	
Information Seeking	72084	72084	72084	72084	72084	
Information Services						73023
Information Storage	73016	73016	73016	73016	73016	
Information Systems	73016	73016	73016	73016	73016	73016
Inquiry Training	72084	72084	72084	72084	72084	72084
Inservice Education	71057H 73011	71057H 73011	71057H 72011 73011	71057H 72011 72091 73011	71057H 72011 72091 73011	73011 73026 73032 74014G
Inservice Programs	72016 72059 73020 73021 74016H 74062H	72016 72059 72068 73020 73021 74016H 74062G	72016 72068 73021 74016H 74062G	72016 73021 74016H 74062G	72016 74016H 74062G	73021
Inservice Teacher Education	71056 72028 72030 72052 72062 72081 72097 5531-A-12	71038 71056 72019 72028 72030 72045 72052 72054 72062 72065 72081 72097 5531-A-12	71038 71056 72019 72028 72030 72041 72045 72052 72054 72062 72065 72081 72097 5531-A-12	71038 71043 72030 72033 72041 72052 72062 72097 5531-A-12	71043 72030 72041 72052 72054 72062 72097 5531-A-12	72028 5531-A-12 74023

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Institutionalized (Persons)	72012	72012	72012	72012	72012	72012
Instructional Improvement	72090	72082 72090	72082 72090	72082 72090		74056
Instructional Innovation		72083	72083		71017	
Instructional Materials	71056 71057H 73004 73030	71054 71056 71057H 73004 73030	71054 71056 71057H 73004 73030	71057H 73004 73030	71057H 72107 73004 73030	73004 73032
Instructional Materials Centers		72004 72024 72083	72004 72011 72024 72083 74068G	72004 72011 74068G	72011 72061	
Instructional Programs		73053	73053			
Integrated Curriculum	71053	71053				
Intellectual Development	71018					
Interaction			74045G	74045G 74048G	74048G	
Interdisciplinary Approach	74078	72047 72069 73051 73053 74078	72047 72053 72069 73051 73053 74078	72047 72053 73051 74078	72094 73051 74078	
Intergroup Relations	74043	74043	74043	74043	74043	74043
Intermediate Administrative Units	72085	72085	72085	72085	72085	72085
Intermediate Grades		74037G	74037G			
Interpersonal Relationship	74033G	74033G	74033G			
Interschool Communication	72058	72058	72058	72058	72058	
Intramural Athletic Programs	74072	74072	74024	74024	74024	
Job Training		72105H		72105H	71054 72044 72105H	
Junior High School Students				74057H		
Laboratory Schools		72038 73003	72038 73033			
Language Arts	71022	71022 71049 72093	72076 72093 73005	71043 72076 72093 73005 73033	71043 72031 72093 73005	

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Language Experience Approach	71044 72025	71044 72025	72018	72018	72018	
Language Fluency	73025H	73025H	73025H	73025H	73025H	73025H
Language Handicapped	71047 72073 73014 73025H 74005H 74058H	71047 72073 73025H 74005H 74058H	71047 72073 73025H 74005H 74058H	71047 72073 73025H 74005H 74058H	71047 72073 73025H 74005H 74058H	71047 72087 74004H 74005H
Language Instruction	74067H	72020	72020			71015
Language Proficiency	73025H	73025H	73025H	73025H	73025H	73025H
Law Instruction	74069	74069	74069	74069	74069	74023
Leadership Qualities	74027G	74027G	74027G	74027G	74027G	
Leadership Training	71053 74030G	71053 74030G	74008G 74030G	74008G 74030G	74030G	
Learning Difficulties	72030 72059	72030 72059	71-7155(306)	72030	72030	
Learning Disabilities	73043 74026G	73043 74026G	71014H 74026G	71014H 74026G	74006H	73026
Learning Experience		72089	72089	72089	72101	
Learning Laboratories	74075	74075	74075	74075	74075	74075
Learning Motivation	72002	72002 73003	72002 73003			
Learning Readiness	73048 73055					
Leisure Time	74007H	74007H	74007H	74007H	74007H	
Libraries	71-7602(306)	71-7602(306)		71-7602(306)	71-7602(306)	
Life Style	74012G	74012G	74012G	74012G	74012G	
Linguistic Competence		72045	72045			
Listening	74027G	74027G	74027G	74027G	74027G	
Listening Skills					72040	
Literature Appreciation					72040	
Management Information Systems	73016	73016	73016	73016	73016	73016
Management Systems	74031G	74031G	74021G 74031G	74021G 74031G 74044G	74021G 74031G 74044G	
Marine Biology		72106	72106	72106	72106	
Mathematics		72093	71014H 72093	71014H 72093	72093	

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Mathematics Instruction	73030 74059	72037 72072 73030 74059	72037 72072 73030 74059	73030 74059	73030 74059	
Mathematics Materials						73035
Mathematics Teachers						73035
Mental Health	71024 74033G	71024 74033G	71024 74033G	71024	71024	
Mental Retardation						74036G
Mentally Handicapped	71004H 74029H	71004H 74029H	71004H 74029H	74029H	74029H	71015
Middle Schools		71038 71056 72001 72004 72022 72026 72032 72034 72049 72082 73007	71038 71042 71056 72001 72004 72022 72026 72032 72034 72049 72082 73007 74008G	71042 72001 72004 72022 72026 72032 72049 72082 73007 74008G		72096 73007 73012
Mini-Courses		72069	72069	74041	74041	
Mini-Grants	72085 73004 74063 74076	72085 73004 74063 74076	72085 73004 74063 74076	72085 73004 74063 74076	72061 72085 73004 74063 74076	72085 73004 74063 74071
Mobile Laboratories				74057H	74054R	
Moral Values		71051	71051	71051	71051	
Motivation Techniques		71056 72089	71056 72089	72089		
Multi-Media Instruction	71032 71040	71032 71040	71032 71040	71032	71032	
Multiply Handicapped	72071	72071				
Multisensory Learning	71040	71040	71040			
Music Education		72054	72054	72054	72054	
Nongraded Classes	72033 72046	72033 72046	72033 72046	71043 72046	71043 72046	
Nonverbal Tests	72012	72012	72012	72012	72012	72012
Nuclear Science					74054R	

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-5	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Occupational Choice		74064G	74064G		74018G	
Occupational Clusters				74013G		
Occupational Guidance	73038	73038	73038	73038 74013G	73038	73038
Occupational Information	74012G	74012G	74012G 321G 74052G	74012G 321G 74052G	74012G 321G 74052G	
Oceanology		72106	72106	72106	72106	
Open Education	72016 72028 72033 72035 72050 72080 72081 73008 73011 73027	72001 72004 72016 72028 72033 72035 72050 72068 72082 72096 73008 73011 73027 73029 73042 74002	71-7229(306) 72001 72004 72011 72016 72033 72035 72050 72068 72081 72082 72083 73008 73011 73027	72001 72011 72016 72082 73008 73011 73027	72011 72016 73008 73011 73027	72008 72028 73011 73027 73045
Open Plan Schools	71001 71006 72033 72036 72090 73008 73013	71001 71006 71016 71031 72005 72022 72024 72033 72036 72083 72090 73008 73013	71006 71016 71034 72005 72022 72024 72033 72036 72090 73008 73013	71006 71034 72005 72022 72033 72090 73008	71006 71017 73008	
Oral Communication					72040	
Organizational Change	73052	73052				
Outdoor Education	72078 72095 73036	72074 72078 72095 73036 73051	72074 72078 72095 73036 73051	72074 72078 72095 73036 73051	72078 72095 73036 73051	
Paraprofessional School Personnel	72048 72060 72100	72048 72060 72068	72048 72060 72068	72048 72060	72048 72060	
Parent Attitudes	71050	71050		71050	71050	
Parent Education						74004H

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-8	High – 9-12	Adult Other
Parent Participation	71018 72025 72039 72043 72051 73006	72025 72039 72043 73006 73037	72039 72043 73006	72043		
Parent Workshops	72100					
Parochial Schools	72058	72058	72058	72058	72058	
Peer Relationship			72066	72066		
Perception				73009	73009	
Perceptual Motor Learning	71022	71022				
Performance Based Teacher Education	72030	72030	72030	72030	72030	
Personal Growth					72092	
Phonotape Recordings		72037	72037			
Photography		72096		72096	72096 73028	72096
Physical Education	74072	72088 74061 47072	72088 74024 74061	72088 74024 74061	72088 74024 74061	
Pilot Projects	73018	73018	73018	73018	73018	73018
Planning		73047				
Political Socialization		71051	71051	71051	71051	
Preschool Education	73002 74067H					
Preschool Learning	72051					
Preschool Programs	72100 73048					
Preschool Workshops	73002					
Prevocational Education		72021	72021			
Primary Education	73043	73043				
Problem Solving	71-7229(306)	71-7229(306)		71-7229(306)	71-7229(306)	71-7229(306)
Professional Training						72102
Professional Personnel	72048	72048	72048	72048	72048	
Program Development	74074	74074	74074	74074	74074	
Program Effectiveness	74015G	74015G 74034G	74015G 74034G	74015G 74034G	74015G 74108G 74034G	

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Program Evaluation	73018 73050	73018 73050	73018 73050	73018 73050	73018 73049 73050	73012 73018
Program Improvement	73018	73018	73018	73018	73018	73018
Programming (Broadcast)		72086				
Psychological Services	74026G	74026G	74026G	74026G		
Public Health		71054	71054			
Pupil Personnel Services	73050	73050	73050	73050	73050	
Pupil Personnel Workers	74030G	74030G	74030G	74030G	74030G	
Puerto Rican Culture	72070	72070	72070			
Questioning Techniques	71053 72003	71053 72003 73041		72003	72003	
Race Relations		72017		72017	72017	
Radio		72086				
Readiness	71018					
Reading	71013 71025	71009 71013 71025 71026 71032		71013 71026	71013	
Reading Centers		74077	74077			
Reading Development		72049		72049		
Reading Diagnosis	72043	72043 74077	74077	72043		
Reading Difficulty		73037				
Reading Improvement	72025 73006 74075	72019 72025 73006 74075	72019 72029 73006 74075	72029 74075	72029 74075	74075
Reading Instruction	72097 73006	72097 73006	72097 73006	72097	72097	
Reading Programs	72097	72087 72097	72087 72097	72097	72097	
Recordkeeping	73016	73016	73016	73016	73016	73016
Recreational Activities	74007H	74007H	74007H	74007H	74007H	
Rehabilitation Programs	72072	72073	72073	72073	71-7306(306) 72073	
Relevance (Education)	71036	71036	71036			

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Remedial Arithmetic		72105H		72105H	72105H	
Remedial Instruction	74050G	74050G	74050G	74050G	74050G	
Remedial Reading Programs	72052 73055	72052	72052	72052	72052	
Research Reviews						74002
Resource Centers	72060 74016H	72060 74016H	72060 74016H	72060 74016H 74017	72060 74016H 74017 74018G	
Resource Units	74073	74073	74073			
Role Playing		74064G	74064G			
Rural Environment	73055					
Rural School Systems	74020	74020	74020	74020	74020	
School Calendars	72077	72077	72077	72077	72077	
School-Community Cooperation	73008	73008 74034G	73008 74034G	73008 74034G	73008 74034G	
School-Community Relationship	71-7103(306)	72-7103(306)				
School Districts	72085	72085	72085	72085	72085	72085
Science Curriculum						73036
Science Education					72107	
Science Instruction	74059	74059	74059	74059	74059	
Science Programs					74054R	
Science Projects			72015	72015	72015	
Science Teachers			72015	72015	72015	
Secondary School Counselors						74036G
Self-Actualization SN The belief in or the process of developing the actuality of ones idealized image.	72002 74033G 74053G	72002 72032 74033G 74053G	72002 72032 74033G 74053G	72032 74053G	72032 74053G	
Self-Care Skills	72071	72071				

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. -- K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Self-Concept	71001 71007 71012 71018 72012 73010 73020 73040 73054 74027G 74053G 74066G	71001 71007 71012 72012 72057 72089 73010 73020 73029 73040 73054 74027G 74053G 74066G	71007 71012 72006 72012 72029 72057 72089 73010 73054 74027G 74045G 74053G 74055G 74066G	71007 71012 72012 72029 72042 72057 72066 72089 73010 73054 74017 74027G 74045G 74053G	71007 71012 72012 72029 72042 72066 72092 73010 71-7306(306) 73054 74017 74027G 74053G	
Self-Control			74045G	74045G		
Self-Esteem	74051G	74051G	72103 74051G	72103	72103	
Self-Evaluation	73018	73018	72055 73018	72055 73018	72055 73018	73018
Short Courses	5531-A-12 71029	5531-A-12 71029	5531-A-12 71029	5531-A-12 72020 71029	5531-A-12 71017 71020 71021 71029	5531-A-12
Social Behavior			74045G	74045G		
Social Problems						74009
Social Studies		72017	71014H 72017 72041	71014H 71020 72107 72041 74041	71029 72017 72031 72041 74041	
Soil Conservation				72014	72014	
Small Group Instruction	72006	72006 72083	72006 72083	72006	72006	
Space Utilization	73052	73052				
Spanish	72070	72070	72070			
Spanish Speaking					74047	
Special Education	71004H 71007 71057H 72075 73014	71004H 71007 71057H 72075	71004H 71007 71014H 71057H 72075	71007 71014H 71057H 72075	71007 71057H 72075	71015 72075 73023
Special Education Teachers	72075 74005H	72075 74005H	72075 74005H	72075 74005H	72075 74005H	72075 74005H
Speech Clinics	73024H	73024H				
Speech Skills	74005H	74005H	74005H	74005H	74005H	74005H

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Speech Therapy	74067H					
Staff Improvement	74070 74075	74070 74075	74070 74075	74070 74075	74070 74075	74075
Staff Utilization		71032	71032			73022
State Department of Education						73017
Stimuli		71056	71056			
Student Attitudes		72104	72104	72104		
Student Centered Curriculum		72047	72047	72047 73031	73031	
Student Interests	73027	73027	73001 73027	73001 73027	73001 73027	73027
Student Motivation		74040	74040			
Student Needs			321G	321G	321G	
Student Participation	73008	73008	72063 73001 73008	72063 73001 73008	72063 73001 73008	
Student Personnel Programs			74021G	74021G	74021G	
Student Records	71002	71002	71002	71002	71002	
Student Science Interests	72006	72006	72006	72006	72006	
Student-Teacher Relationship	71050	71050 72022	72022	71050 72022	71050	
Student Teachers	73019	73019	73019			
Summer Programs	73015H	73015H	73015H	73015H	73015H	
Summer Workshops		73003	73003			
Swimming	72067	72067	72067 74024	72067 74024	72067 74024	
Talented Students		72009	72009			
Teacher Attitudes	73011	73011	72055 73011	72055 73011	72055 73011	73011
Teacher Behavior		74040	74040			
Teacher Centers						73032
Teacher Certification	72030	72030	72030	72030	72030	
Teacher Education	72073 74010G	72073 72088 74010G	72073 72088 74010G	72073 72088 74010G	72056 72073 72088 74010G	72102

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Teacher Improvement	73021 74060	73021 74060	73021 74060	73021		72087 73021 73045 74056 74071
Teacher Responsibility						72007
Teacher Role		74040	74040			
Teacher Workshops	72028	72028	72028 72055	72055	72055	72028
Teaching Guides						73017
Teaching Techniques	74070	74070	74070	74070	74070	
Team Teaching	71044 72046 72050 73019	71044 72001 72004 72005 72010 72045 72046 72047 72050 72083 73019	71031 72004 72005 72010 72045 72046 72047 72050 72053 72083 73019	72001 72005 72046 72047 72053	72046 72056	73012
Telecommunication	72077	72077	72077	72077	72077	
Televised Instruction	72084	72084 72086	72084	72084	72084	
Television Viewing		72086				
Tested Programs	74032	74032	74032	74032	74032	
Textbook Preparation		71049				
Trails		71013	71013	71013	71013	71013
Trainable Mentally Handicapped	74007H	72020 72021 74007H	72020 72021 74007H	74007H	74007H	74001H
Transitional Classes	72060	72060		72060	72060	
Transitional Schools	74011G	72026 74011G		72026		
Tri-Mester Schedules				73031	73031	
Urban Education	72051 73021	72104 73021		72104 73021		73021 73022
Urban Schools	73019 73020	72038 73019 73020	72038 73019			
Values	73027	73027	73027	73027	73027	73027

SUBJECT INDEX BY PROJECT NUMBER

Descriptor	Pre-K, K	Elem. – K-6	Middle – 5-8	Junior – 7-9	High – 9-12	Adult Other
Video Tape Recordings	72084	72084		72084	72084	
Visual Arts			72018	72018	72018	
Vocational Development	74010G 74049G 74053G 74062G	74010G 74049G 74053G 74062G	74010G 74049G 74053G 74062G	74010G 74017 74049G 74053G 74062G	74010G 74017 74049G 74053G 74062G	
Vocational Education	71007	71007 72105H		71007 72105H	71007 72105H	74001H
Vocational Maturity				74013G		
Volunteers	72080	72080				
Water Pollution Control		72106		72106	72106	
Water Resources		71013 72106		71013 72106	71013 72106	71013
Wildlife Management				72014	72014	
Work Experience Programs	71007	71007		71007	71007 72044	
Year Round Schools	72064 72077	72064 72077		72064 72077	72064 72077 74022	